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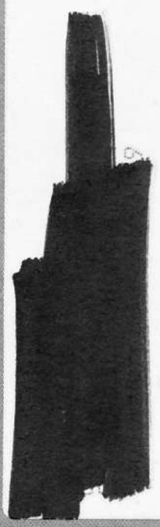

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Policy Intent, Family Reality

Trends in Dietary Measures

Attitudes of Chinese and Caucasian Canadians Towards Money

Living Condition: A Global Responsibility (IFHE)

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Canadian Home Economics Association

Home Economics is concerned with all aspects of daily living including human relationships and development, resource management, consumerism, foods and nutrition, clothing and textiles, housing, and aesthetics. Home Economics brings together knowledge from its own research, the sciences and the arts and uses this knowledge to assist people in enhancing their daily lives.

Code of Ethics

As a home economist and as a member of the Canadian Home Economics Association, I pledge to practise home economics to the best of my abilities, and to:

1. Uphold the mission of home economics to enhance the quality of daily life for individuals and families.
2. Support the Association and further its aims.
3. Discharge my professional duties with integrity.
4. Strive to provide the best service available and only that service for which qualifications are possessed.
5. Inform the public and employer of possible consequences of services, products, and policies which may impact the well-being of individuals and families.
6. Strive to make judgments and recommend solutions in a rational, just, and unbiased manner in such matters as confidentiality and conflict of interest.
7. Strive to protect the public in the event of unethical or incompetent behaviour of colleagues and fellow family professionals.
8. Strive to be cooperative and equalitarian in approach to clientele and colleagues.
9. Maintain high standards of professional practice through continuing education, critique and reflection of professional experience, and participation in dialogue with the professional community.
10. Reflect critically on optimum conditions for human health and well-being.
11. Conduct myself at all times so that no dishonor befalls individual members or the profession.

Association canadienne d'Économie familiale

L'Économie familiale touche tous les aspects de la vie quotidienne, dont les relations humaines et l'épanouissement de la personne, la gestion des ressources, l'économie de la consommation, les aliments et la nutrition, l'habillement et les textiles, l'habitat et l'esthétique. L'Economie familiale regroupe un ensemble de connaissances issues de ses propres travaux de recherche, des sciences, et des arts en vue d'aider la population dans la vie de tous les jours.

Code de déontologie

En qualité d'économiste familiale et de membre de l'Association canadienne d'économie familiale, je m'engage â pratiquer l'économie familiale aux mieux de mes competences et à:

1. Appuyer le mission de l'Économie familiale, qui consiste à améliorer la qualité de la vie quotidienne des personnes et des familles.
2. Soutenir l'Association et poursuivre les buts qu'elle s'est fixés.
3. Assumer mes responsabilités professionnelles avec integrité.
4. M'efforcer de fournir les meilleurs services possibles, et seulement les services pour lesquels je suis qualifiée.
5. Informer le public et mon employeur des effets possibles des services, des produits et des politiques pouvant influer sur le bien-être des personnes et des familles.
6. M'efforcer de porter des jugements et de recommander des solutions de façon rationnelle, juste et impartiale quand il est question de confidentialité et de conflits d'intérêt.
7. M'efforcer de protétger le public si des collègues et des professionnels de ma spécialisation font prevue d'incompétence ou manquent à la déontologie.
8. M'efforcer de traiter la clientèle et mes collègues dan un esprit d'équité et de coopération.
9. Garder des normes élevées de pratique professionnelle grâce à la formation permanente, à une réflexion objective touchant l'expérience professionnelle, et au dialogue dans mon milieu professionnel.
10. Réfléchir objectivement sur les conditions optimales nécessaires à la santé et au bien-être des personnes.
11. Me conduire de façon à ne jamais jeter le discrédit sur des membres de la profession ou sur la profession même.

Mot des rédactrices

Selon Margaret Mead, citée dans un récent bulletin d'Oxfam, «Il n'y a pas de doute qu'un petit groupe de personnes engagées peuvent changer le monde. En effet, c'est la seule chose qui a jamais amené des changements.» En réalisant leur mission, la plupart des économistes familiales travaillent avec et au sein de petits groupes.

Les auteurs qu'on peut lire dans ce numéro parlent d'économistes familiales qui oeuvrent dans de petits groupes et au sein de grandes organisations, des provinciales aux internationales. Sue McGregor nous incite à prendre conscience, à analyser et à évaluer les politiques pour mettre en évidence les effets qu'ils ont sur les familles. Un article de Wendy MacDonald, publié dans ce présent numéro, présente les aspects pratiques du processus d'influencer les décideurs. Ces deux auteurs soulignent l'importance de la collaboration avec des groupes qui pensent de la même façon. Un exemple de collaboration au niveau national est l'approbation donnée par l'Institut canadien de recherches sur les femmes (ICREF), Services aux familles Canada, l'Institut Vanier de la famille et l'Association féminine d'éducation et d'action sociale pour l'exposé de principes sur l'enseignement de l'ACd'EF. Au niveau international, un rapport de la Fédération internationale pour l'économie familiale (FIEF) parle du récent Congrès international qui a eu lieu à Bangkok; des articles sur d'autres conférences internationales paraissent également de temps à autre dans la *Revue*. Dans chacun, il y a une invitation à la collaboration.

La participation à ces rencontres internationales nous donnent des connaissances au sujet d'autres cultures; les contacts personnels, professionnels et sociaux chez nous, les contacts avec des étudiants originaires d'autres pays et avec des familles immigrantes soulignent le besoin d'être conscients de perspectives et de points de vue différents des nôtres. Le projet de recherche rapporté par Phyllis Johnson et William C. Bailey illustre les attitudes différentes des Canadiens-Chinois.

Les métaphores, les rituels et les contes aident aussi à illustrer les différentes façons de percevoir, à combattre les stéréotypes et à nous départir de «la sagesse» courante. Betty Lemke, Penny Burge et Steven Culver, et Elizabeth Slump parlent de nos actions en petits groupes. Burge et Culver démontrent comment le paradigme Hestia/Hermès de Patricia J. Thompson peut s'appliquer dans la salle de classe et à la maison afin de mettre en pratique les valeurs que nous professons et qui nous sont chères. Une autre métaphore qu'on utilise souvent en économie familiale / écologie humaine et à laquelle Burge et Culver font référence est celle de la courtepointe. Cette image est aussi l'image centrale de l'affiche de MHETA qui se retrouve à la page couverture .

L'article d'Elizabeth Slump sur l'éducation de la mort est aussi une invitation à un milieu rempli d'affection et qui répond aux besoins humains autres que ceux des marchés. Ceux qui nous entourent, y compris les étudiants en salle de classe, ont besoin d'un appui pour accepter la

From the Editors

According to Margaret Mead, quoted in a recent Oxfam newsletter, "There's no doubt that a small group of committed people can change the world. Indeed it is the only thing that ever has."Most home economists work with and within small groups in carrying out their mission.

Authors in this issue speak about home economists acting in small groups and within large organizations, from provincial to international. Sue McGregor calls us to awareness, analysis, and assessment of policies to make visible their impact on families A workshop paper by Wendy MacDonald, published here, presents the practical aspects of influencing decision-makers. Both authors emphasize the importance of collaboration with like-minded groups. An example of such collaboration at the national level is the endorsement of the CHEA Education Position Paper by the Canadian Research Institute for the Advancement of Women (CRIAW), Family Services Canada, the Vanier Institute of the Family, and l'Association feminine d'Education et d'action sociale. At the international level, the International Federation for Home Economics (IFHE) report tells of the recent International Congress held in Bangkok, while other international conferences find space in the *Journal* from time to time. All call for collaboration.

Taking part in these international gatherings provides knowledge of other cultures. Personal, professional, and social contacts at home, contacts with students from other countries, and with immigrant families emphasize the need for awareness of points of view and perspectives other than our own. The research project reported by Phyllis Johnson and William C. Bailey illustrates differing attitudes of Chinese Canadians.

Metaphors, rituals, and story-telling also help make clear different ways of perceiving, combat stereotypes, and shake off the current "wisdom." Bette Lemke, Penny Burge and Steven Culver, and Elizabeh Slump speak about our actions in small groups. Burge and Culver also show how Patricia J. Thompson's Hestian/Hermean paradigm can be applied in the classroom and at home to put into practice the values we profess and espouse. Another metaphor frequently used in home economics/human ecology, referred to by Burge and Culver and the focus of the MHETA poster used on our cover, is that of the quilt.

Elizabeth Slump's paper on death education is also a call to a caring atmosphere and response to human needs other than those of the market place. Those around us, including students in the classroom, need support to accept the reality of death as a natural part of life, perhaps never more than now when death is presented so frequently in the media as the result of viciousness and violence. In addition to Elizabeth Slump's suggestions, metaphors, such as "Crossing the Bar" which was popular with earlier generations, rituals, and stories can be helpful. A recent book *From Beginning to End: The Rituals of Our Lives*, by Robert Fulghum, could be added to our reading list.

Although our voice may at times be in opposition to the réalité de la mort comme étant une partie naturelle de la vie, peut-être maintenant plus que jamais en ces temps où la mort est si souvent présentée dans les média comme le résultat d'actions brutales et de violence. En plus des suggestions d'Elizabeth Slump, des rituels, des histoires et des métaphores peuvent être utiles. On pourrait aussi ajouter le livre *From Beginning to End: The Rituals of Our Lives* de Robert Fulghum, à notre liste de livres à lire.

Bien que notre voix puisse parfois être en opposition à «la sagesse» du jour, nous ne sommes pas seuls. Notre tâche n'est pas de changer le monde mais seulement de nous épanouir et d'allumer cette chandelle là où nous sommes plantés. Dans le roman d'Amy Tan sur la culture chinoise, *The Hundred Secret Senses*, l'héroïne résume sa vie en arrivant à la conclusion que «la vérité ne se trouve pas dans la logique mais dans l'espoir» et que «le monde n'est pas un endroit mais l'étendue de l'âme. Et l'âme n'est rien de plus que l'amour...». Au moment où j'écris ces mots, on peut voir des coeurs de la Saint-Valentin un peu partout. Valentin, quoique privé de son auréole de saint par la hiérarchie, continue à compter lorsqu'il est question de coeurs et donne une légitimité à nos messages d'amour.

J. Estelle Reddin
Rédactrice

"wisdom" of the day, we are not alone. We are not charged with single-handedly changing the world but merely to grow where we're planted, to light that candle where we are. In Amy Tan's novel of Chinese culture, *The Hundred Secret Senses*, her heroine sums up her life concluding that "truth lies not in logic but in hope" and that "the world is not a place but the vastness of the soul. And the soul is nothing more than love ..." As I write this, Valentine hearts are abundantly visible. (St.) Valentine, although deprived of his halo by the hierarchy, continues to rate in matters of the heart and gives legitimacy to our messages of love.

J. Estelle Reddin
Editor

The Association: The Canadian Home Economics Association is the national professional organization for those educated in the field of home economics, human ecology, family studies, consumer studies, or foods and nutrition. The mission of the association is to actively promote improved quality of life for individuals and families in Canada and the developing world and to strengthen the home economics profession.

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Policy Intent, Family Reality: Using Family Impact Statements to Influence Policy Implementation

Sue L. T. McGregor

The International Year of the Family challenged us to "strengthen national institutions to formulate, implement, and monitor policies in respect of families " (IYF Objectives, 1991, p. 2) and to "routinely assess the impact on families at all stages of policy development, implementation, monitoring and evaluation and alleviate any negative consequences for families", and to "prepare family impact statements for each proposed law or policy or specify situations when such statements are required" (United Nations, 1995, p.14). The Vienna NGO Committee on the Family (1996) challenged us to analyze issues and priorities of actual policy measures for families, in coalitions or partnerships when possible, in our efforts to mainstream family concerns into policies and programs and to deepen the awareness of decision-makers of the family dimensions in all policies and programs. The Canadian Home Economics Association (CHEA) now has a set of family principles which can serve as guidelines as we assess the potential impact of statutes, policy, programs, and services on individual and family well-being, standard of living, and quality of life (McGregor, 1995).This process needs to occur at all levels of government — international, federal, provincial/state, municipal — and, as well, within corporations and the workplace, including those where home economists are employed.

Because family concerns span all levels of society and reach across generations, many policies that are not explicitly regarded as relevant to families may have unseen or long-range implications for families (United Nations, 1995). For this reason, it is important that we pay attention to the impact of all statutes, policies, and programs on families throughout the process of agenda setting, policy formation and development, implementation, and monitoring, evaluation, and analysis (Bogenschneider, 1995; McGregor, 1989, 1994; Monroe, 1995; Pratt, 1995), but especially the implementation, process since there is often slippage between what is decided and what gets implemented, leading to unintended consequences (Barrett & Fudge, 1987; Brooks, 1993). This paper directs attention towards understanding (a) the implementation process by which policy is translated into action, (b) the bureaucratic behaviour influencing this process, and (c) how we can facilitate the implementation process from a family-sensitive perspective by using a set of family principles as we develop and share family impact analysis and assessment statements with government, other interest groups, and with families.

Résumé

Une obligation professionnelle fondamentale est d'influencer le processus de mise en application de politiques pour éviter des écarts entre l'intention d'une politique et son exécution. Ces écarts peuvent avoir des conséquences non-intentionnées pour la qualité de vie quotidienne familiale. Nous pouvons mieux jouer ce rôle professionnelle en acquérant une meilleure compréhension de pourquoi ces écarts se produisent, en définissant des politiques sensibles aux besoins des familles, en reconnaissant des principes de politique familiale, et en utilisant ces principes pour analyser et pour évaluer les politiques et pour formuler des déclarations de l'impact des politiques sur les familles; tous ces sujets sont traités dans cet article. Par suite de notre effort collectif, il est plus probable que les sujets d'importance aux familles seront intégrés aux lois, aux politiques, aux programmes et aux services. Il faudrait que les décideurs soient davantage sensibilisés à la dimension "famille" dans toutes les politiques et les programmes.

What is Policy Implementation?

Discussion of policy implementation is often grounded in the rational, comprehensive policy making model (Brooks, 1993; Monroe, 1995) comprised of five stages: agenda setting and problem identification, policy formulation, adoption of a policy and passage of laws and regulations (policy decisions), implementation, and, finally, evaluation (Howlett & Ramesh, 1995). Whereas policies are broad statements of goals, programs are measures taken to implement the goals. Implementation is viewed as what happens between adoption of a policy goal and the evaluation of the impact of the program or legislation/regulations to achieve that goal (Bogenschneider, 1995). Policy implementation does not occur at the cabinet or legislative elected level of government. It is the unelected government officials who implement policies, taking direction

Abstract

Influencing the policy implementation process to avoid policy slippage between what was intended and what occurs and the unintended consequences on the quality of daily family life is a fundamental professional obligation. We can better assume this professional role by gaining a deeper understanding of why this policy slippage occurs, by defining family sensitive policy, and by recognizing and using family policy principles to develop family impact analysis and assessment statements, all of which are discussed in the paper. As a result of our collective actions, family concerns are more likely to become mainstreamed into statutes, policies, programs, and services. There should be heightened awareness by decision-makers of the family dimensions in all policies and programs.

Sue L.T. McGregor, PhD, is an Associate Professor in the Department of Human Ecology at Mount Saint Vincent University in Halifax, N.S., in Family and Consumer Policy and Studies and Home Economics Practice.

from the broad, general policy goals. Implementation can occur through the application of the rules, interpretation of the regulations accompanying legislation, enforcement of laws, and delivery of services to the public. Public civil servants who implement policy include bureaucrats, regulators, teachers, commissioners, inspectors, program managers, extension home economists, police officers, postal workers, social workers, and health care workers. Implementing high school home economics curriculum, planned parenthood programs, nutrition labelling, subsidized housing programs, social assistance programs, mandatory bankruptcy counselling, or voluntary textile care labelling are all examples of our professional involvement in policy implementation.

The process of making and implementing policies can be as complex as the social problems or social conflicts they are designed to address. Implementation takes place through numerous different actors, operating at different policy-making levels and juggling a myriad of different policy implementation mechanisms resulting in different intended and unintended consequences (Majchrzak, 1984). Within this complex political and social reality, home economists have all experienced the success and the frustration involved in implementing a policy goal established by legislative and bureaucratic decisions (with or without our multidisciplinary input).

Are we satisfied with the results on family well-being of these and other programs? Are there instances when we felt that policy which was not good for the family was implemented anyway? Are there times when even we did not see the negative side effects until it was too late? How could this negative, and often unintended, impact have been avoided or minimized? This paper is based on the premise that we need to be involved in the assessment of the pros and cons of a policy decision before the policy is implemented, rather than just in the actual implementation or in an "after the fact" evaluation of its impact (Monroe, 1995). Barrett and Fudge (1981) refer to the interval between policy decisions and their implementation (action plan) as the policy–action relationship.

Policy Slippage: The Implementation Gap

In order to better appreciate our role in the policy–action relationship, we need to examine issues related to why policy does not get implemented as intended or why it has unintended consequences. Barrett and Fudge (1987) and Brooks (1993) both recognize that there is often slippage between what is decided and what gets implemented, and call this slippage the "implementation gap."

Barrett and Fudge (1981), Howlatt and Ramsey (1995), Pal (1987), and Brooks (1993) offer several possibilities to aid in understanding the implementation gap. The bureaucracy may make an implementation decision based on technical efficiency, defined as the least-cost alternative. This often entails consulting experts via task forces or commissions, or contracting for impact assessment studies, especially if the policy goal is controversial. In this situation, home economists may find an opportunity to take part in such consultations and work to prevent policy slippage.

Barrett and Fudge (1981) and Brooks (1993) offer several other reasons why there is a gap between what gets decided and what gets done and how: (1) Policy goals may not be clear nor well communicated to those tasked with implementing them. (2) There may be a lack of coordination between government offices tasked with implementing the policy. (3) Faulty communication between and among government departments leads to ineffective policy implementation. (4) Discrepancy between several departments' level of resources, timelines, agendas, preferences, and level of interest in the policy goal all play a role in shaping the slippage between goal and implementation. (5) Policy goals can be compromised when bureaucrats place these goals below organizational goals. Reasons of bureaucratic efficiency may drive the choice of implementation measure, meaning taking actions that would ensure hanging onto or strengthening budgets, numbers of staff, program responsibility, or prestige. (6) Brooks clarified that, although theory suggests that the role of the hired bureaucracy is to implement the policies decided by the elected representatives, in reality some bureaucrats may tend to act in their own interests rather than on behalf of families. Bureaucrats also can be affected (co-opted) to choose the implementation instrument for reasons of political efficacy based either on the impact on support for the governing party or under pressure from highly organized external stakeholders. The implementation decision then tends to reflect stakeholder views and interests rather than those intended by the legislative decision (ideally, the public interest). (7) The persistent patterned way of thinking about tasks and relationships within the department (the corporate culture) affects policy implementation. Practices, techniques, past collective experience, preferred policy instruments and approaches, norms, ideologies, and the "lines of command" all contribute to the corporate culture.

Howlett and Ramesh (1995) suggest also that the very nature of the problems being addressed makes it difficult to implement policy as intended. For example, implementation is affected by available technology, the diversity or complexity of the causes of the problem, the diversity of the target group affected by the policy, even the extent of desired behavioural change of the target group. "Families" are not a homogeneous group. Added to this is the context of the situation, including the social, economic, technological, political, and ecological conditions in the near micro family environment, the meso environment of the workplace and community, and the macro political/economic global environment. This greatly affects the need for flexibility, discretion, and adaptability of administration, policy instruments, ideology, and financing. Finally, public support for the statute, policy, program, or service can affect implementation since this support can wane or increase as the micro, meso, and macro context changes (Baker, 1990).

Strategies to Address the Policy Implementation Gap

These factors explain the implementation gap or policy slippage often experienced in the Canadian context of families and state policy activities. We need constant vigilance and monitoring of the actions and motives of bureaucrats and elected parties as well as those of our own workplace and associations since family interests seem often to be thwarted by individuals' self-interest, or departmental, powerful interest groups, or elected party interests. We cannot assume that what was intended is what happens (Howlett & Ramesh, 1995).

What can we do to better ensure that policy which will positively affect well-being of families actually gets implemented and that policy which will harm family well-being is revamped or averted? The discussion will now turn to our need to define family-sensitive policy, to recognize and utilize a set of family policy principles, and to formulate family impact assessment statements as approaches to influence policy and assess/monitor/evaluate policy implementation. These strategies will not be dealt with in depth but their discussion will provide a framework for reflecting on and strategizing about our role in this key aspect of policy.

Defining Family-Sensitive Policy

"Family policy" is generally taken to mean concern for how government policies affect families (Pratt, 1995). Family policy, as with public policy, is both a process and a result, with more ambiguity around the family policy than the public policy arena (Monroe, 1995). That is why the term "family-sensitive policy" is used in this discussion. This discussion of family policy makes no assumptions about the ideal family type or structure since, to date, there is no more agreement on how to define family than there is a definitive answer to the question "what is family policy?" Also, we must not assume that passage of legislation and regulations in the areas affecting familial well-being actually have the well-being of individuals and families as the ultimate objective.

Eichler (1988) distinguishes between a family policy and policies for families. The former would entail a "Department of the Family" mandated to develop family policy, much like a Department of Consumer Affairs. The latter would entail family impact analysis statements to ensure that any government policy does not harm families but rather enhances their well-being. Family-sensitive policy (Zimmerman, 1995) infers that family policy should be conceived as a perspective for understanding and thinking about policy in relation to families as we engage in the process of influencing government activities in a way that is beneficial to families (Baker, 1990).

Public policies in which the objectives or goals for families are explicitly stated may be regarded as manifest or obvious family policies with direct, anticipated, intended consequences. Implicit family policies with less obvious family dimensions may be regarded as latent family policies which have indirect, often unintended, consequences (Eichler, 1988; Zimmerman, 1995). It is this latter type of policy that is of more concern in this discussion.

- Families, in all of their diversity, need to be empowered so that human and societal betterment occurs.
- Families should be supported as they fulfil key functions and roles rather than doing the functions for them.
- Families have inter-generational commitments and responsibilities; families are systems interacting with other systems to acquire, manage, and restore resources (human and material).
- Families must have a voice and be partners in policy decisions that impact them.
- Government should respect the rights and interests of individuals and families as it develops policies that impact them; promote self-reliance rather than dependence.
- Policies should foster equality between family members (children, parents, and kin).
- Policies should recognize family financial needs as a predominate factor.
- There must be a balance between families and work.

Source: McGregor (1995)

Figure 1: Family Principles (Criteria) Adopted by CHEA

Family Impact Analysis and Assessment

Pratt (1995) recognized that analysis of statutes, policies, and programs can include the application of family policy criteria. The Canadian Home Economics Association's set of family principles, developed by McGregor (1995) who drew from the Vanier Institute of the Family, Family Services Canada, and the Canadian Council on Social Development's family principles, is available for us to use to guide our family impact analysis process. (See Figure 1.) Bogenschneider (1995) noted that the Consortium of Family Organizations (COFO) in the United States also has a set of family impact principles.

Another way to influence the implementation process together with using family-sensitive policies and the set of family principles to preview government policy is to undertake a family impact analysis and assessment of the policy and implementation measures in question and then share the results with others (Bogenschneider, 1995).

Although family impact analysis is still in its infancy, there is a growing literature in the area. A "family impact assessment" entails gathering information, analyzing outcomes from many different perspectives, and developing alternative outcomes. It is a way to predict the consequences of an intervention before it is introduced, by asking the central question, "Who will benefit and who will lose if the proposed action is implemented?"

1. Select the policy alternatives, programs and implementation instruments to be assessed by using your own or other home economists' judgment and expertise, that of government and external experts, or by meeting with representatives from different interest groups (stakeholders).
2. Describe and clarify the policy alternatives in detail including the proposed implementation process.
3. Identify the probable impact on individuals and families of each policy alternative in terms of its economic, social, psychological, physical, political, cultural, technological, and ecological impact (or some combination of these factors).
4. Identify the areas of family functioning in each family structure most likely affected by this policy.
5. Gauge the complexity of the impact of the policy (positive or negative, long term or short, direct or indirect, intended or unintended, implicit or explicit).
6. Using the intelligence system that has been developed, write the impact statement, including pros and cons of alternatives and the extent of impact and interim measures prior to implementation.
7. Share the family impact assessment with other home economists, families, stakeholders, policy makers, interest groups, community groups, and the media.

Source: Extrapolated From Spakes (1983), Stuart (1984), and Touliatos & Compton (1988).

Figure 2: Steps Involved In Family Impact Analysis

Table 1: Family Impact Analysis: Family Function by Family Structure Matrix.

Family Structure	Married nuclear family	Common law couples	Same sex couples	Divorced or separated	Remarried	Blended or step families	Single parents, usually headed by women (esp. teen parents)	Adoptive or foster families	Childless couples (by choice or not)	Single by choice or widowed	Inter-racial marriages	Dual earner or dual career, often sandwich generation	Never married
Family function													
Physical maintenance & care													
Procreation or addition of new members													
Socialization into adult roles													
Social control of members													
Consumption and production of goods and services													
Love, nurturance, morale													

(Touliatos & Compton, 1988). This analysis lets one discover previously unseen relationships between issues and offer insights into changes that may be necessary or desirable (Dryden, 1993). With this strategy, we critically assess the past, present, and probable future effects, both intended and unintended, of a policy, program, or service on family well-being, family stability, family relationships, and family members' ability to carry out their functions and responsibilities (Bogenschneider, 1995).

Bogenschneider (1995) clarifies that moving beyond the family impact assessment process on to campaigning for a particular policy alternative that may potentially enhance family well-being takes us into the role of family policy advocate. Informing the policy process by clarifying the potential consequences of various policy alternatives for family well-being takes us as well into the role of family policy alternative educator. The roles which we assume in the policy arena also include family policy researcher (identifying social action needed) and family evaluation researcher (after the fact).

Family impact analysis and assessment can sensitize home economics practitioners, stakeholders, researchers, and government decision-makers to look for the possible inadvertent impact of policies on families, especially on families beyond the targeted group. Although there will rarely be "data" sufficient to answer all these questions, the very act of framing the questions will in itself illuminate possible unintended and detrimental consequences (Sussman & Steinmetz, 1989).

Steps in Family Impact Analysis/ Assessment

The objective of the family impact analysis process is to determine the potentially counterproductive nature of economic and social policies and to determine the positive and negative, intended and unintended, effects of policies and programs on family well-being before they are implemented (Monroe, 1995). The best time to contemplate the family effects of policies and programs is at their beginning, when they are first being discussed and before they are implemented (Sussman & Steinmetz, 1987). This would greatly contribute to reducing the slippage between what is decided and what is actually implemented and its impact, intended and unintended. The steps involved in conducting a family impact analysis are set out in Figure 2.

Drawing on Dryden (1993) and Stuart (1984), Table 1 illustrates an example of an impact matrix relating family functions to family structures. On the vertical axis are listed the Vanier Institute of the Family's (1992) six family functions, i. e., the conventional means of understanding family's roles as a social institution. On the horizontal axis are the various family structures, an illustrative not an exhaustive list (Vanier Institute of the Family, 1994). This matrix is especially useful in carrying out steps 3,4, and 5 in Figure 2. One could also create a matrix with family functions on one axis and family member characteristics on the other, for example, disability, culture, ethnicity, colour, age, gender, income, language, literacy, labour force participation. A three-dimensional matrix would integrate functions, structures, and characteristics. To rate the impact of each policy or program, place a plus "+" in the cell if the proposal has a generally positive effect and a minus "-" if generally negative.

Bogenschneider (1995) suggests that family practitioners are more than capable of making these judgments appreciating that each person has competence in a particular policy area. A separate rating sheet may be required to rate different sections of the community or regions of the country or for particularly compelling contexts. Areas in the matrix that have received a negative rating require a statement as to what alternative strategies are recommended for achieving the objectives, what alternatives were rejected and why, and what remedial measures it would be desirable to undertake. In addition, a statement is needed related to what information sources and objective data have been taken into consideration in rating the effects (Step 6 in Figure 2) and whether there should be any provisions to identify unanticipated effects on individuals and families (such as pilot tests, trial implementations, or review procedures).

There are close parallels between this process and that of creating an intelligence system to justify policy recommendations during the policy analysis process. An "intelligence system" is a collection of diverse, empirical, and intuitive information pertinent to a policy issue and the wider context. It is intended that bureaucrats will use this intelligence to make a better judgment as regards policy directions and choice of policy implementation instruments such that family well-being is enhanced (McGregor, 1994).

Table 2: Family Functions Compared To Public Policies

FAMILY FUNCTIONS	PUBLIC POLICIES
• defining family	• marriage and divorce laws, inheritance, family law, human rights
• physical maintenance and care	• health, safety, housing, food, agriculture
• procreation and addition of new members	• family planning, adoption, foster care, age of majority, wills and estate planning
• socialization of children into adult roles	• education, religion, citizenship, communications, human rights
• social control of members	• justice system, religion, social services, organized labour, criminal code (family violence), counselling
• consumption and production of goods and services	• consumer and corporate laws, organized labour, employment and workplace policies, employment insurance (EI), pensions, taxation, fiscal, monetary, foreign, and economic policy
• morale, love and nurturance	• recreation, sports, the arts, multiculturalism, community planning, counselling

Used with permission from The Vanier Institute of the Family (1992).

A summary statement should bring all of the ideas together from the multiple rating sheets with an indication of the approximate number and types of families to be affected and the possible extent of the impact (Stuart, 1984; Touliatos & Compton, 1988).

Recognize Links between Policies and Family Structures and Functions

Family impact analysis can be used to review legislation, rules, or laws and to evaluate programs, services, and operating procedures of agencies delivering the services (Bogenschneider, 1995). The first step towards narrowing the implementation gap is to recognize the wide range of types of family structures and the scope of family functions (see Tables 1 and 2). Next is an appreciation of the wide array of policies impacting families, followed by recognition of the inherent but veiled links between these policies and the measures used to implement them. Table 2 profiles familiar Canadian public policies against the six basic family functions. It can be used to illustrate how easy it is for policies to collectively and unintentionally affect family functioning and well-being (Vanier Institute of the Family, 1992, 1994).

For instance, the recent public policy change and reform of unemployment insurance to "employment insurance" will affect a family member's role in the labour market but will also impact family morale and interactions as well as physical care and maintenance if a family should lose the means to pay for their home. Another example is the linkages between adoption laws, recent reproductive technology legislation, and changes to the Human Rights Act on marriage, same sex couples, and the socialization of children into adult roles. Even foreign aid and trade policy have an indirect impact on families in their consumption and production roles since factories producing goods abroad may mean fewer jobs at home and a totally different array of goods and services available for consumption.

Even these few examples serve to illustrate the absolute necessity of using family policy impact assessment as a tool for affecting policy implementation. What other interrelationships are evident or could be revealed using the family impact assessment process? Policy initiatives stemming from this range of policy issues not only affect the family but may, as Dryden (1993) suggests, interact, affecting each other with, often unintended, complicated consequences.

Thinking from a Family-Sensitive Policy Perspective

Often, those not trained to approach analysis from a multidisciplinary perspective (as home economists are) do not consider analyzing the impact of a statute, policy, program, or service on family well-being from a multifaceted perspective based on family principles. We need to make family-sensitive policy a reality.

The relevancy, expediency, and validity of family impact assessment statements are still being questioned by many government officials. We are faced with interesting challenges, which some would call barriers, to narrowing or eliminating the policy implementation gap. But there are compelling reasons for bringing a family-sensitive perspective to policy. Constant monitoring of the day-to-day life of families and the external policy environment will reveal family issues and policy questions that need to be addressed as they continue to be influenced by this complex of familial and external factors. If we analyze each policy question from a family impact perspective, taking into account family structures, principles, characteristics, and functions, we can decide if the mode of policy implementation is going to be relatively "good" or "bad" for families. If the impact assessment reveals that the policy is not family sensitive, we should re-lobby government and other stakeholders for readjustments so that it is good, or at least better, for families and individuals. Furthermore, we should ensure that making the policy good for one family type does not create a negative situation for another, now or in the future. Throughout this process, we need to be aware of who was involved in the development and analysis of the policy so we can challenge the principles, values, and ideologies they bring to the policy process, and whether or not these are conducive to "family sensitive policy."

Conclusion

As Dianne Kieren has stated, "We must speak up, speak loudly, speak often, and speak clearly about the family impacts of government policies; no longer can we remain politically naïve and uninvolved" (1994, p.15). She advised that, if the decisions in the political and economic environments are not conducive to family well-being, our responsibility is to challenge and, if deemed necessary, change the policy or the program. Moreover, we have an intellectual duty to consider the unintended consequences of policies which we advocate (Monroe, 1995). Influencing the policy implementation process to avoid policy slippage between what was intended and what occurs and between unintended consequences and quality of life is a fundamental professional obligation.

We can do this and do it well. Some Canadian home economics practitioners have already taken an initial step, notably those involved with the Alberta Family Policy Grid, the New Brunswick Family Policy Secretariat, and the Beijing NGO Conference on Women. Several home economists were directly involved with the development, implementation and evaluation of the Alberta Family Policy Grid, consisting of eight family principles designed so each provincial government department could assess its policies and programs affecting families. The New Brunswick Secretariat's mandate involved assessing the co-ordination and co-operation among all levels of government in terms of services to families and identifying gaps between the services and programs for families. CHEA sent a brief to the New Brunswick Secretariat and a home economist was named to the New Brunswick Ministerial Advisory Committee. These and other Canadian family policy initiatives are described and analyzed in detail in McGregor and Mayan (1996). Joan Butcher, CHEA member who attended the Beijing conference, reminded us that we have expertise pertaining to families and that "home economists can [and must] play a role...by becoming proactive and influencing family public policy" (1995, p. 162).

All home economists/human ecologists have an opportunity and a role to play in this process, especially those already employed in government and those involved with, or predisposed to involvement with, collaborations, coalitions, and other collective lobby and advocacy groups. The result of our continued collective effort, both within our professional associations and individually, should be the reality that family concerns become mainstreamed into statutes, policies, programs, and services and that there be a heightened awareness by decision-makers of the family dimensions in all policies and programs — the reality of family-sensitive policies!

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Trends in Dietary Measurements Used in the Study of Health and Disease

Bette Lemke

In the mid-1980s, it was observed that nutrition research was becoming increasingly specialized and less likely to address the interdisciplinary questions important to home economists (Murphy, 1984). Since that time, researchers have discovered that a more holistic approach can provide valuable tools to deal with the complex questions raised in the search for relationships between diet and disease. This paper identifies aspects of the trend toward a broader, food-based approach to dietary measurements and provides examples of how these research findings can have practical applications for home economists involved in nutrition education.

Evolution of Research into Causes of Disease

During the first half of this century nutrition research focused primarily on the role of essential nutrients responsible for deficiency diseases (National Research Council, 1989). When dietary deficiencies were the primary problems, the measurements of individual nutrients such as vitamins and minerals provided useful information that was used to address issues such as minimum nutrient requirements and food fortification. In the latter half of this century, however, it was observed that dietary factors play a prominent role in chronic diseases, including five of the ten leading causes of death in North America: heart disease, cancer, stroke, diabetes, and atherosclerosis (United States Surgeon General, 1988). One of the major tasks facing researchers has been the identification of dietary factors, both excesses and deficiencies, that are related to chronic diseases.

Researchers have been encouraged by studies between populations in different countries showing strong correlations between levels of specific nutrients and the morbidity or mortality rates for certain diseases (Keys et al., 1957; Hegsted, 1986). These correlation studies, however, are usually based on per capita food availability, derived from food supply data or household food inventories, and do not provide information on foods actually consumed by individuals. Another limitation of these studies is that they do not control for confounding elements, such as other dietary lifestyle factors that differ between the populations studied. For these reasons, correlation studies can only be used to show associations between dietary factors and disease in whole populations, but not between individuals within the population who do or do not have disease.

These weaknesses of correlation studies have been addressed by using individual dietary assessments and cohort or case-control study designs. In a cohort study, information on diet is obtained from disease-free subjects who are followed over time to determine subsequent disease rates. The diet of those who develop disease is compared to the diet of those who remain disease-free. In a case-control study, the previous diet of diseased subjects (cases) is compared retrospectively with the previous diet of disease-free subjects (controls). Because cohort and case-control studies are usually carried out on relatively homogeneous populations, where differences in dietary intakes are much smaller, these studies have not produced the strong diet-disease associations found in international correlation studies. Researchers have used several approaches to try to overcome this difficulty. For example, cohort studies involving large

Résumé

Beaucoup de chercheurs suggèrent maintenant que l'information sur la consommation de nutriments simples n'est pas suffisante à elle seule pour expliquer de façon satisfaisante, le rapport entre le régime alimentaire et les maladies chroniques et ils tentent de découvrir les rapports plus complexes entre différentes combinaisons de ces nutriments dans les aliments, les groupes d'aliments, et les habitudes alimentaires. Mesurer de façon plus large la consommation alimentaire donne une image plus complète des liens entre la diète et les maladies que celle obtenue par l'analyse des nutriments. La consommation de certains groupes d'aliments peut aussi avoir un lien avec les caractéristiques démographiques du groupe étudié. Les résultats de recherches basées sur des mesures de la consommation d'aliments peuvent être utiles aux économistes familiales lorsqu'elles enseignent des concepts de nutrition qui répondent aux besoins de la famille et de la prévention de la maladie.

Editor's Note

CHEJ is pleased to publish this article, the winner in the 1996 Dr. Elizabeth Feniak Award for Excellence in Writing, post-graduate category.

Abstract

Many researchers now suggest that information on intake of single nutrients alone does not adequately explain the relationship of diet to chronic diseases and they are trying to uncover the more complex relationships between combinations of nutrients in foods, food groups, and dietary patterns. These broader measures of dietary intake give a more complete picture of diet-disease relationships than is provided by single nutrient analysis. Food group intake may also be related to the demographic characteristics of a study population. Home economists can benefit from the findings of research based on food-based dietary measurements when providing nutrition education that addresses the needs of the family and the prevention of ill health.

The Author

Bette Lemke, MSc, entered the nutrition program at the University of Saskatchewan after a career as a full-time homemaker, during which time she and her husband raised five children. Following her undergraduate degree, she completed a Masters degree with research in the area of dietary patterns of a group of children and adults. She has established a private practice in Saskatoon specializing in food sensitivities and diet for disease prevention.

numbers of subjects over long periods of time have uncovered small differences in dietary risk factors that are, nevertheless, statistically significant due to the large numbers of subjects in the studies (Rimm et al., 1992; Willett et al., 1985).

Single Nutrient Theories No Longer Adequate

Another approach has been the development of new ways to quantify dietary intake information. Many researchers have suggested that information on intake of single nutrients alone does not adequately explain the relationship of the diet to chronic diseases. It is suspected that combinations of nutrients found in foods, or even patterns of food intake, may be confounders that are partly responsible for the higher correlations between diet and disease observed in international correlation studies. It has been suggested that individual nutrients that have been found to be associated with higher risk of disease may be markers for other dietary components that act synergistically with the nutrients, or that are themselves responsible for disease. The development of chronic diseases may be the result of complex interactions of nutrients consumed in foods, in meals, and in dietary patterns made up of combinations of food consumed over many years (Randall, Marshall, Graham, & Brasure, 1990). Investigators are beginning to measure dietary intake in ways that may uncover these relationships.

A single-nutrient hypothesis that has come under scrutiny is that of beta-carotene and lung cancer. Studies show that people who consume foods rich in beta-carotene have a lower risk of some diseases, including cancer (Colditz et al., 1985). Beta-carotene became the focus of research because it was linked to vitamin A status and was the easiest to measure of over 400 carotinoids that have been identified so far. However, early in 1996, the National Cancer Institute in the United States announced that supplementing with beta-carotene offers no protection against cancer, and could even be harmful in some cases (Anonymous, 1996). In agreement with this concern, Ziegler et al. (1992) had earlier questioned the simple explanation that beta-carotene alone reduces the risk of lung cancer, and had begun exploring the possible protective roles of other carotinoids, other constituents of vegetables and fruits, and associated dietary patterns. In their studies, servings per week of vegetables and fruits were found to be highly correlated with intakes of vitamin C, folate, and dietary fibre, as well as carotinoids. They suggest that other constituents of vegetables and fruits, and dietary patterns associated with vegetable and fruit intake, need to be further explored as alternatives to the single-nutrient hypothesis involving beta-carotene.

Other researchers have also observed that the frequency of eating certain foods is related to an increased or decreased risk of disease. These relationships cannot be explained by any one nutrient contained in the foods. Fraser (1994) reported the effect of selected foods on the risk of stroke and heart disease in a large cohort of vegetarian and non-vegetarian Seventh-day Adventists. Some of the findings were expected. For example, the risk of a coronary event for males was twice that for females, exercise reduced risk by 40%, and smoking increased risk by 80%. Other findings were surprising. Eating nuts more than five times per week cut the risk of stroke and heart disease to one-half that of those who ate nuts less than once a week. Eating beans more than five times per week increased risk by 50%, and eating fruit more than twice a day increased risk by 20%.

Fraser (1994) explained that these simple relationships may seem to contradict what we know about the biological activity of individual nutrients because we are not looking at the whole picture. For example, in spite of the fact that eating nuts increases the levels of fat in the diet, they appear to be protective for heart disease. He suggests some factors that may be involved. Nuts contain monounsaturated and polyunsaturated fats that may benefit blood lipid concentrations and platelet functions. Nuts also have a high content of plant sterols and fibre that may reduce blood cholesterol, as well as high levels of arginine, magnesium, and tocopherols, which may have protective effects. This is only a portion of the compounds in a single food that have the potential to perform biologically important functions. Fraser commented that this complexity allows for the diet to act in many ways that have not been considered seriously until recently. A particular nutrient or dietary compound may have different effects depending on the presence or absence of other compounds that are found in some foods but not in others.

Use of Food Groups for Analysis

After many years of focusing on single-nutrient intakes, nutrition researchers are now discovering the usefulness of food groups as categories for comparative analyses of the dietary intake of groups of subjects in the study of diet and disease. Ursin et al. (1993) correlated food group intake with the percentage of calories from fat in order to look at dietary patterns associated with a low-fat and a high-fat diet. The highest correlations with a high-fat diet were found with red meat (adjusted r=0.45) and with fruit consumption (adjusted r=-0.39). They identified dietary patterns associated with fat levels in the diet that were constant across strata of age, sex, race, and socioeconomic status. Their research findings suggest that the association of fat intake with other dietary factors that are independently associated with certain cancers may be confounders in the relationships between dietary fat and cancer.

Other researchers have found that diets which omit several food groups are associated with an increased risk of death from all causes. A "Dietary Diversity Score" using five food groups was developed by Kant, Schatzkin, Harris, Ziegler, & Block (1993). Each food group scored 1 if a food in that group was consumed on the day of assessment. After controlling for other major mortality risk factors, including age, race, education, smoking status, and dietary fibre intake, consuming two or fewer of the five food groups was found to have an excess mortality risk of 50% in men and 40% in women.

Randall, Marshall, Graham, & Brasure (1989) found significant differences in the contribution of food groups to the diets of men and women. In their study, while dietary variety was similar for men and women, the composition of the diet was different. Men consumed proportionately more meats, grains/nuts, and alcohol than women, who consumed more vegetables, fruits, poultry/fish, and nutritionally non-dense foods. These findings led them to conclude that diet-cancer relationships need to be examined differently in men and women.

Useful Information for Nutrition Education

Analysis of dietary intake by foods and food groups provides valuable information for nutrition educators. Many studies combine estimates of food group intake with estimated nutrient intake in order to determine nutrient adequacy and food sources in the diet. Gibson, Chao, Smit Vanderkooy, & Peterson (1987) combined and compared data from several previous studies of dietary fibre intakes of Canadian children, adolescents, and women in order to evaluate the effect of recommendations to increase fibre in the diet. They categorized dietary fibre intake by major food sources, into four high-fibre food groups of Legumes and Nuts, Fruits, Vegetables, and Grains. They found that while grain products were a major source of dietary fibre, intakes from the Grains category were comparable for subjects with diets in the highest and lowest dietary fibre density quartiles, while those in the highest quartile consumed significantly more foods in the Vegetables category.

Knowing which foods are important sources of nutrients among various subgroups of the population enables nutrition educators to more effectively assist people to implement dietary changes beneficial to health.

Summary

These studies illustrate approaches to the measurement of dietary intake that have been developed in response to the need for more comprehensive information about what people are eating. Nutritional epidemiologists are incorporating broader measures of dietary intakes in order to have a more complete picture of disease risk than is provided by single nutrient analysis alone. Other researchers are focusing on dietary patterns of segments of the population in terms of foods or groupings of foods by characteristics that may be related to health and disease. These studies provide information that can be translated into practical guidelines for nutrition educators.

While the separation of nutrition research from home economics that was observed in the 1980s has continued, the interchange of methodology and information is beneficial to both fields. Nutrition researchers are incorporating practical aspects of food intake measurements, such as foods and food groups, into the study of specific diet-disease relationships. Home economists can apply the results of research based on these measurements when providing nutrition education that addresses the needs of the family and the prevention of ill health.

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The Effect of Sociodemographic Variables on Attitudes of Chinese and Caucasian Canadians towards Money

Phyllis J. Johnson & William C. Bailey

Increasingly, Canadians are aware that the world is a global economy. Reich (1991) suggests that to be a successful player in a global economy, one must understand commonalities as well as uniqueness of consumers in the various economies. Several cross-cultural studies on consumers' money attitudes and behaviours have been conducted in countries with some common historic and cultural roots, i.e., Britain, Australia, New Zealand, and the United States. From these studies (see Adams, Lown, & Bailey, 1994; Bailey & Lown, 1993a; Bailey et al., 1994) some common patterns are emerging and are providing insight on attitudes and behaviours of Caucasians. Within all of these countries, there are a number of other ethnic groups, some having resided in the country for generations and others being recent immigrants. How similar or different their approaches are to money has not been studied. Yet, in order to understand attitudes and behaviours towards money within a given country, it is necessary to identify commonalities and differences among the existing ethnic groups. This study addresses ethnic differences in attitudes toward money as expressed by Chinese and Caucasian Canadians. These groups were selected because they are two of the major ethnic groups within Canada.

Sociodemographic Variables and Money in the Past and Future

Identifying sociodemographic variables related to attitudes about money in the past and future will provide profiles of those holding specific attitudes. Such profiles may help consumer educators in designing financial programs.

Previous research with British and American respondents has found significant relationships for age, income, education, political orientation, and gender on respondents' assessment of money in the past and future. Age has been described by Bailey and Lown (1993a, p. 399) as "one of the most profound aetiological factors in determining attitudes toward money" in cross-cultural comparisons. Examples of age and country differences are: older British respondents were pessimistic about their financial future and worried about financial matters; older American respondents were less worried about financial matters, but were more pessimistic than younger respondents about the country's financial situation. Income also plays a role, especially for perceptions of money in the future. For example, high income British and American respondents were the least worried about future financial matters. For Americans, the highest income group was the most pessimistic about their personal financial future improving (Bailey & Lown, 1993a).

Because educational level showed few differences for either the American or British studies, Bailey and Lown (1993a) suggested that certain attitudes about money may be so pervasive in society that the educational process may have little impact on forming attitudes about money. The impact of political orientation seems to closely parallel the person's sentiment for the party in power. Thus, the timing of data collection may be crucial in determining whether political orientation has an influence on money attitudes. Gender differences have not been consistent: American men but not women reported frequent discussions of financial matters with their parents; the British sample did not exhibit these differences (Bailey & Lown, 1993a).

Abstract

Chinese and Caucasian Canadian respondents' attitudes about money in the past and in the future were assessed. Two-way ANOVAs for sociodemographic variables by ethnicity were used to identify which sociodemographic variables were related to respondents' attitudes. Consistent with previous research on Caucasian samples, age, and income were significant. Ethnicity was significant as well. Future research should include each country's major ethnic groups to obtain a more complete picture of attitudes about money cross-culturally.

Résumé

L'attitude de répondants canadiens d'origine chinoise et caucasique envers l'argent dans le passé et à l'avenir a été évaluée. Des analyses de la variance (ANOVA) à deux facteurs pour des variables sociodémographiques par groupe ethnique ont été utilisées en vue d'identifier quels variables étaient reliés aux attitudes des répondants. Les résultats concordaient avec ceux de recherches précédentes auprès de personnes d'origine caucasique. L'âge et le revenu étaient significatifs; l'origine ethnique l'était aussi. Les prochaines recherches devraient inclure les principaux groupes ethniques de chaque pays pour obtenir un portrait plus complet de l'attitude envers l'argent dans toutes ces cultures.

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From this brief overview, it is evident that age is a primary variable affecting perceptions of money in the past and future, and that income is related to perceptions of money in the future. Although gender, political orientation, and education vary in their influence, they should still be included to delineate their effects. Sociodemographic variables seem to be more related to perceptions of money in the future than of money in the past. The literature suggests that there are cross-cultural differences as well as commonalities in the aetiology of attitudes toward money.

Purpose

Given that multiculturalism, a formal government policy, has become part of Canadian society, it is essential that Canadian studies assess the contribution of ethnicity to understanding variations in attitudes about money. The purposes of this study were: a) to assess the relationship of sociodemographic variables to Chinese and Caucasian Canadians' assessment of the meanings associated with money in the past and future and b) to identify relationships consistent across ethnic and country boundaries.

Methods

This study is part of the Economic Psychology Research Project (see Adams & Bailey, 1994; Bailey et al., 1994; Bailey & Lown, 1993a, 1993b). All of these studies follow the methods (i.e., measures, sample selection, data collection, and analysis strategy) used by Furnham (1984) in assessing money attitudes of British adults. This consistency is necessary to provide comparable cross-cultural data.

Data for this study were collected from a convenience sample of 540 adults in one Western province of Canada. University students in an upper level Family Finance course distributed self-administered questionnaires to acquaintances who met the criteria of being employed (non-student) adults. In selecting participants, the students were instructed to balance distribution by gender and to have one respondent per household. Respondents could return the questionnaire by mail or could have the student pick it up after it had been placed in a sealed envelope. Because the class contained a number of Chinese Canadians, it was possible to obtain a sample including Caucasians and Chinese. The characteristics of the respondents are shown in Table 1.

Table 1. Characteristics of Respondents

VARIABLES	*N*	%
Gender		
Male	256	48
Female	283	53
	539	**101**
Age		
17-30	279	53
31-50	186	35
50+	60	11
	525	**99**
Education		
high school or less	95	18
some college or technical	186	35
bachelor's degree	185	34
graduate or professional degree	72	13
	538	**100**
Political Orientation (1-item scale)		
1 = left wing	4	1
	20	4
	57	12
4 = neither left nor right wing	206	44
	106	23
	58	12
7 = right wing	15	3
	466	**99**
Income		
15,000 or less	43	8
15,000 - 29,999	94	18
30,000 - 44,999	114	22
45,000 - 59,999	87	17
60,000 - 74,999	66	13
75,000 - 89,999	49	10
90,000 or more	65	13
	518	**101**
Marital Status		
Never married	262	49
Married	235	44
Divorced/Separated	42	8
	539	**101**
Religion		
Protestant	181	34
Catholic	82	16
Buddhist	33	6
None	189	36
Other	45	9
	530	**101**
Ethnicity		
Caucasian Canadian	326	60
Chinese Canadian	214	40
	540	**100**

Note:
Due to rounding, percentages may not total to 100%.

Scale items and response options for the Money in the Past and Money in the Future scale (Rubenstein, 1980) are shown in Table 2. In analyzing the data, each item in the scale was assessed with one sociodemographic variable at a time. Ethnicity (Chinese, Caucasian) was incorporated in each analysis, creating two-way ANOVAs.

Results

Effect of Sociodemographic Variables

Table 3 contains the means for the items in the Money in the Past and Future scale by selected variables. There were no significant differences for three items, all of which refer to when the respondent was a child: a) a noticeable change in the family's economic situation, b) the importance of money to siblings, and c) importance of money to oneself. Gender and political orientation were each significant on only one of the 16 items; education and religion, significant for three items. The variables showing differences in mean scores on at least seven items were age, income, marital status, and ethnicity.

Gender. Women more than men reported that when they were children money was "very important" to their fathers.

Political orientation. Those who were toward the right rather than the left in their political orientation said that their parents discussed finances when they were children.

Education. Those with the most education, that is, a bachelor's or post-graduate or professional degree compared to those with a high school diploma or less, said that during their childhood their family's financial position was "somewhat wealthy." Those with a bachelor's degree had the highest expectation for a better financial future; those with a graduate or professional degree, the lowest expectation. Those with some technical or college training worried the most about losing their savings, while those with a graduate or professional degree worried the least.

Religion. From most to least optimistic about their financial future, the order was: Buddhist or other religions, no religion, Protestant, and Catholic. From least to most worried about having to sell a house or car or losing their savings, the order was: Protestant, no religion, other religions, and Catholic or Buddhist.

Age. Those who were younger said that when they were children their family's financial position was "somewhat wealthy." Although all groups reported that finances were not discussed often when they were children, the youngest group reported the highest frequency and the middle group the lowest frequency of such discussions.

Those in the youngest group more than in the older groups expected changes for the better both in their own financial situation and in their country's economic position. The youngest and the oldest age groups worried more than the middle group about losing their savings and not keeping their living standards. Younger respondents worried more than older ones about not being able to make ends meet.

Income. Most of the mean differences were for the items relating to money in the future. As income levels increased, respondents were consistently less worried about losing their savings, maintaining their standard of living, making ends meet, and providing all they had hoped for the family. In comparison to the middle income groups, those within the highest ($90,000 or more) and the two lowest income categories (less than $30,000) said that their families had discussed finances more often. However, the mean values indicated that their parents had discussed finances with them infrequently.

Marital status. Those who had never married reported being the wealthiest as a child and having had finances discussed, but infrequently. Those who had never married expected their own and the country's future financial situation to improve. From most to least worried about maintaining their standard of living and making ends meet were the divorced or widowed, never married, and married respondents. The divorced or widowed were the "most worried" and the never married the "least worried" about saving for old age.

Table 2. Money Past and Money Future Scale Items

Money in the Past

1. While a child, what was your family's financial position?
   (0 = poor; 6 = rich)
2. While a child, was there a noticeable change in your family's economic situation?
   (0 = much poorer; 6 = much richer)
3. How often did your parents discuss family finances with you?
   (0 = never; 6 = often)
4. When a child, how important was money to the following people?
   (0 = unimportant; 6 = important)
   a. Mother
   b. Father
   c. Siblings (Brothers-Sisters)
   d. Self

Money in the Future

1. How do you expect *your* economic situation to change in the next 5 years?
   (0 = much worse; 6 = much better)
2. How do you expect *your country's* economic situation to change in the next 5 years?
   (0 = worse; 6 = better)
3. To what extent do you *worry* about the following happening to you?
   (0 = very little; 6 = great deal)
   a. Losing your job
   b. Having to sell your house/car
   c. Losing all your savings
   d. Not being able to maintain living standards
   e. Not being able to make ends meet
   f. Not being able to save for old age
   g. Not giving your family all you had hoped for.

Reference: Rubenstein (1980).

Ethnicity. This variable was not significant for five items: a change in the family's economic situation when the respondent was a child, the importance of money to the respondent as a child and to his/her siblings, expectation that the respondent's own economic situation would change in the future, and worries about not being able to save for old age. Chinese more than Caucasian respondents said that when they were children their parents had discussed finances with them "somewhat" and that money was "very important" to their fathers. Chinese more than Caucasian respondents expected the country's economic situation to get better in the next 5 years and were worried about losing a job, having to sell a house or car, losing savings, not being able to make ends meet, and not giving family all that they had hoped to.

Interaction of Sociodemographic Variables by Ethnicity

A significant interaction by ethnicity means that the pattern of the relationship of the sociodemographic variable to the scale item differed by ethnicity. The pattern by ethnicity is reported here for the significant interactions.[1]

Age by ethnicity. Among the Chinese, the oldest, followed by the youngest, then the middle age group said their family's financial position was "wealthy" when they were children. Among Caucasians, the order was youngest, middle, then oldest group.

The ordering of age groups was similar for Chinese and Caucasian respondents on their belief about Canada's economic future: the youngest were the most optimistic and the oldest groups, the least optimistic. The differences were that young Chinese were "quite optimistic" in comparison to young Caucasians.

Chinese respondents over age 50 were the most worried about having to sell their house or car; the other two age groups were quite similar in mean values on this item. Among Caucasians, the order was reversed with the youngest group having the highest, and the other two age groups, lower mean values. Also, Caucasians of all ages expressed less worry than the Chinese did.

Education by ethnicity. Chinese respondents with high school, technical or college training, compared to those with a bachelor's degree, said that finances had been discussed with greater frequency. In contrast, Caucasian respondents with high school education, compared to any college training, said finances had been discussed less frequently.

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[1] A table reporting the means for each variable by ethnicity is available from the author.

Income by ethnicity. Chinese respondents with incomes less than $50,000 compared with those of incomes $75,000 and over, had higher expectations about Canada's economic future. In contrast, Caucasians within the lowest (<$15,000) and the second highest ($75,000-89,999) income categories had the highest expectations for Canada's economic future; lowest expectations were from those in the middle income category ($30,000-44,999).

Chinese in the lowest income category (<$15,000) were more worried than those in the top two categories (over $75,000) about not providing all they had hoped for their families. In contrast, Caucasians in income categories 3 and 4 ($30,000-59,999) were the "most worried," those with incomes $60,000 to 75,000, and over $90,000 the "least worried."

Discussion

Money in the past

For one item, parental discussion of family finances, five variables were significant. Those who were Chinese, politically conservative, in the highest and the lowest income groups, young, and who had never married said that their parents discussed finances with them when they were children. Being younger and not married suggests that "the past" and discussions with family about finances may be recent occurrences readily called to mind. Income levels at either end of the scale might require family discussions — to explain why items cannot be purchased, to explain how much money is available for special needs such as education, or to inform relatives in case they are called upon to manage the income.

Money in the future

Being younger, not married, Buddhist or "other" religions, and having a bachelor's degree were related to higher

Table 3. Main Effects of Sociodemographic Variables on Money in the Past and Future: Mean Values

	Money in the Past Items [a]							Money in the Future Items [a]								
	1	2	3	4a	4b	4c	4d	1	2	3a	3b	3c	3d	3e	3f	3g
Gender																
Male	3.02	3.30	1.88	4.03	4.24*	3.05	3.00	4.48	3.01	2.31	1.87	2.34	2.95	2.83	3.00	3.23
Female	3.06	3.31	1.91	4.22	4.46	3.07	2.92	4.34	2.84	2.19	1.99	2.45	3.02	2.79	3.03	2.96
Political Orientation																
Left wing	2.83	3.25	1.52***	3.86	3.91	3.14	3.11	4.46	2.85	2.06	1.78	2.43	3.05	2.94	3.27	3.00
Neither	3.08	3.32	1.80	4.14	4.43	2.99	2.81	4.39	2.90	2.49	2.03	2.53	3.07	2.94	3.07	3.13
Right wing	3.13	3.33	2.27	4.23	4.39	3.21	3.12	4.35	2.90	2.11	1.87	2.21	2.87	2.61	2.91	3.02
Education																
High school or less	2.72**	3.22	1.68	4.21	4.39	3.10	2.77	4.37***	2.89	2.51	1.95	2.43*	2.93	2.85	3.29	3.31
Some college, technical degree	3.01	3.32	1.84	4.10	4.40	3.06	3.04	4.44	2.84	2.76	1.96	2.64	3.11	3.02	3.01	3.17
Bachelor's	3.25	3.42	2.08	4.14	4.27	2.97	3.01	4.56	3.11	2.76	2.05	2.35	2.95	2.77	2.94	3.06
Graduate/ Professional	3.06	3.10	1.86	4.03	4.37	3.28	2.89	3.93	2.65	1.90	1.50	1.85	2.76	2.31	2.76	2.63
Religion																
Protestant	2.99	3.36	1.87	4.10	4.30	3.10	2.85	4.21***	2.76	2.12	1.67*	2.05**	2.83	2.61	2.89	2.94
Catholic	3.22	3.33	1.89	4.13	4.49	3.04	2.95	4.17	2.71	2.53	2.53	2.99	3.22	3.14	3.41	3.51
Buddhist	2.88	3.45	2.52	4.09	4.52	3.09	3.30	4.73	3.61	3.03	2.58	2.97	3.36	3.39	3.45	3.85
None	3.06	3.18	1.93	4.05	4.22	3.02	3.07	4.56	2.99	2.16	1.82	2.27	2.95	2.73	2.86	2.91
Other	2.93	3.50	1.60	4.57	4.72	3.05	2.69	4.73	3.00	2.18	1.89	2.82	2.93	2.91	3.22	3.14
Age																
17-30	3.27***	3.41	2.18***	4.10	4.34	3.11	2.97	4.72***	3.07*	2.27	2.02	2.60*	3.16*	3.06**	2.95	3.16
31-50	2.84	3.23	1.50	4.16	4.38	2.97	2.96	4.22	2.75	2.14	1.71	2.00	2.61	2.50	3.08	2.93
over 50	2.62	3.12	1.74	4.17	4.26	3.10	2.93	3.42	2.52	2.29	1.93	2.50	3.10	2.12	3.02	3.05
Income																
$15,000 or less	3.24	3.56	2.09*	4.17	4.26	3.26	3.05	4.79	3.30	4.07***	2.33***	3.23***	3.63***	3.79***	3.21*	3.58***
15,000 - 29,999	3.16	3.16	2.14	4.05	4.37	2.94	2.72	4.41	2.91	2.97	2.11	3.06	3.50	3.29	3.36	3.28
30,000 - 44,999	2.95	3.32	1.82	4.28	4.60	2.87	2.78	4.39	2.86	2.68	2.39	2.55	3.04	3.18	3.32	3.36
45,000 - 59,999	2.76	3.19	1.85	3.80	4.18	3.05	2.97	4.38	2.88	2.29	1.61	2.15	2.98	2.70	2.84	3.22
60,000 - 74,999	2.94	3.23	1.48	4.14	4.20	3.28	3.11	4.33	2.95	2.35	1.76	2.05	2.58	2.55	3.00	3.09
75,000 - 89,999	3.33	3.42	1.63	3.98	4.25	3.11	2.98	4.29	2.98	2.52	1.92	1.94	2.75	2.40	2.81	2.85
90,000 or more	3.21	3.47	2.32	4.39	4.38	3.21	3.38	4.34	2.77	1.72	1.06	1.57	2.28	1.65	2.34	2.08
Marital Status																
Never married	3.25***	3.39	2.16**	4.01	4.30	3.06	2.93	4.64***	3.12*	2.31	1.98	2.61	3.13*	3.00**	2.88*	3.22
Married	2.87	3.26	1.67	4.25	4.45	3.09	3.02	4.18	2.73	2.19	1.91	2.16	2.74	2.51	3.04	3.00
Divorced	2.77	3.10	1.55	4.25	4.26	2.94	2.84	4.20	2.67	2.16	1.80	2.41	3.24	3.20	3.63	2.80
Ethnicity[b]																
Caucasian	3.09	3.25	1.15*	4.04	4.19**	3.03	2.93	4.37	2.76**	1.96***	1.65***	2.12***	2.85	2.64*	3.02	2.84***
Chinese	2.98	3.40	2.15	4.27	4.58	3.12	3.01	4.46	3.16	2.68	2.34	2.81	3.16	3.06	3.01	3.45

[a] See Table 2 for listing of scale items.

[b] Two-way ANOVAs of age, gender, etcetera by ethnicity were done.
Means reported for ethnicity are an average for the 7 analyses.
Significance level is reported if ethnicity was significant in at least 5 of the 7 analyses.

* $P \leq .05$ ** $P \leq .01$ *** $P \leq .001$

expectations about their personal financial future. There seemed to be a ceiling effect for education. Up to a bachelor's degree, expectations increased, but with a graduate or professional degree, expectations were lower, possibly reflecting that in the current job market such degrees are not equated with better financial outcomes. Young singles are at the beginning of their financial future and usually anticipate improved income over time.

Being Chinese, in the youngest and oldest age groups, having technical or college training, having lower income, and being Catholic or Buddhist were variables related to being worried about losing one's savings. Being Chinese, younger, having lower income, and being divorced or separated were associated with being worried about making ends meet. These significant variables are reflective of less financial security in the present which seems to be translated into worries in the future. Chinese respondents appear to perceive less financial security. They may actually have fewer resources or may have a higher threshold required to feel financially secure.

Ethnic Differences for Money in the Past and Future

Ethnicity was a significant variable on half of the items. While Chinese respondents were optimistic about the country's financial future, they were more worried than Caucasians about future negative financial circumstances such as losing savings or not making ends meet. The Chinese were also more likely to have had their parents discuss finances with them as a child and to say money was "very important" to their fathers. These findings suggest that financial matters may be a part of family life for the Chinese and that being optimistic for the country's financial future does not necessarily carry over to decreasing one's worries about personal financial matters.

Consistent Relationships of Sociodemographics for Ethnic Groups

The findings for gender, political orientation, marital status, and religion are consistent across the ethnic groups. With the exception of those items on which there were interactions by ethnicity, the relationships of age, income, and education to Money in the Past and Future are also consistent across ethnic groups. When there was an interaction, the overall pattern for that specific sociodemographic variable differed by ethnicity. For example, young Chinese were more optimistic about the country's economic future than young Caucasians; middle income Caucasians and high income Chinese were least optimistic about the country's economic future. These patterns present a different reality on the meaning of money for Chinese and Caucasian Canadians and suggest that culture has a prevailing effect on money attitudes within the same country.

Comparison with Previous Research

Results of American and British studies as discussed by Bailey and Lown (1993a) will be used to note similarities of Canadian data with American and British findings.

The Canadian data exhibit different patterns. Ethnicity, age, income, and marital status were significantly related to Canadian respondents' assessment of seven or more of the items. Age and income were also significant for British and American respondents' assessments of money. Religion, education, gender, and political orientation had the least influence, with three or fewer significant relationships. Political orientation and gender were significant in the British and American studies (Bailey & Lown, 1993a; Furnham, 1984). Religion was significant on 14 of 16 items in an American study (Bailey & Lown, 1993b).

In the Canadian data, there were three items with no significant relationships: a noticeable change in the family's economic situation, the importance of money to siblings, and the importance of money to oneself when a child. For the first of these items, British respondents also showed no significant relationship, while American respondents had one or more variables related to each of the items.

While the number of significant relationships might vary, does the direction remain consistent across studies for key variables such as income and age? Do those with higher incomes worry less about money in the future? Are older groups more pessimistic about their financial future and more worried about having to sell their house or car and not maintaining their standard of living? The income data are fairly consistent. In general, as income increased, respondents in all three studies worried less about money in the future. The youngest and the oldest Canadian age groups worried the most, which is not consistent with either the British or American studies. For example, older British contrasted with younger American respondents were consistently more worried. Younger respondents in all three studies were more optimistic than older respondents about their own and their country's financial future. In the Canadian and British data, there was consistency in that younger respondents perceived their family's financial position as "somewhat wealthy" and older respondents perceived it as "poor" (Bailey & Lown, 1993a). These comparative data suggest that patterns cross-nationally are somewhat different, and may indicate national as well as cultural differences. Because the American and British studies did not include analyses by ethnicity while the present study did, some of the differences in findings may be a function of ethnic differences.

Conclusions and Implications

Age, income, ethnicity, and marital status seem to be the variables with impact on perceptions of "money in the past and future" for this sample of Canadians. In contrast to previous research, gender has a limited influence. Such a finding raises the issue, Are attitudes so pervasive about money in Canadian society that both genders are equally aware, or have gender roles changed so that finances are less stereotyped as the man's domain? Political orientation also had less impact than in previous studies. Some of the differences in findings may be due to data collection in Canada occurring about 10 years later than the British or American studies. As such, the results may have been influenced by prevailing social, political, and economic attitudes, resulting in different findings.

The Money in the Past and Future scale was developed for and has been used to assess the meanings of money to respondents in English-speaking countries. The scale was administered to an English-speaking group of Chinese ethnicity and a number of differences by ethnicity were noted. These data suggest that Chinese and Caucasians approach money differently. To clarify the patterns by ethnicity, additional information on length of residence in Canada is needed. Are these differences consistent for the ethnic groups regardless of time in Canada, or are differences an artifact of some being more recent arrivals in Canada?

Some differences by ethnicity might be due to items being interpreted differently by the two groups. Prior to conducting additional studies, it would be useful to have focus groups from each ethnic group discuss the meaning of the scale items and identify additional items that might be appropriate for either or both groups.

Including major ethnic groups in research on attitudes towards money is essential to obtain a more complete understanding of perceptions about money within a specific country. In developing financial programs for dealing with the financial future, consumer educators may want to direct efforts toward young, single, low-income people and to be alert to differing experiences by ethnicity.

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Home Economists in Public Policy

Possible Approaches to Policy Making: The Selection of Strategies and Possible Activities

Wendy MacDonald

In the early 1980s when I was a student in Public Administration, it was fashionable to teach Public Admin students about "The Policy Process." I'm not sure I remember what "The Policy Process" is supposed to be, so this paper is from my experience.

First of all, there's no single, orderly process. In government, we have some important formal processes, but they're only the tip of the iceberg. Under the surface is a whole array of less formal processes that feed into and drive the budget process, the strategic planning process, and the legislative process. The formal processes in the legislature, in the executive arm of the government, and in central agencies which support Cabinet, are driven by the less formal processes that are happening all over the place — within departments, in agencies and boards, in advisory councils, task forces and commissions, in professional associations such as home economists, in think tanks and universities, in unions, in community groups, in the media, and among the public at large — and my examples are only within Prince Edward Island.

Then we consider all the things that are going on outside this province in the same kinds of venues and the impact they have here. A huge amount of provincial policy is being driven by external forces such as federal budget restraint, decentralization, and devolution in response to the threat of Quebec separatism, globalization, new ideas in public service like measuring outcomes and moving to "one-stop shopping," and so on.

So we don't have a nice neat process where things flow through in an orderly manner one at a time. We have a kaleidoscope, where issues and priorities surface and shift and flow into changing patterns in response to complex pressures and forces. Another analogy that we could use would be to look upon the policy arena as a marketplace, where ideas and issues compete for the time and attention of decision-makers through a whole array of strategies. For a group like home economists seeking to influence those processes, this picture can be pretty daunting. But it also offers opportunities, because a group like yours, with something worthwhile to say and the commitment to pursue it, has a host of ways to make your issue part of that kaleidoscope.

Strategies

That brings me to the second part of this paper — the selection of strategies. But before I talk about the "how," I want to talk about the "what." I believe it is absolutely critical to success in influencing policy that you focus on a very short list of priorities, and pick the right issues to be on that list.

Choosing the "Right" Issues

What makes an issue right? First and foremost, it must be right for you. It should be an issue which you collectively have decided is important to you. If you are to make a difference, you must feel strongly enough about the rightness of what you are doing to carry on in the face of obstacles, to remain united, and to inject your genuine commitment into the representations which you make.

Second, it should be an issue on which you as a group have expertise, credibility, and the capacity to add value to the discussion. In that way, you will maximize your impact. When I was asked to do this presentation, I was provided with a copy of an article describing the survey your national association had done for the policy activity of its membership (McGregor, 1994). I noted that the respondents ranked unemployment as their number one concern impacting on the well-being of families, and the economy and federal debt as number two. I don't necessarily disagree with that diagnosis, but the field is so crowded with groups and organizations addressing that issue that I think you would be better advised to focus on the third priority — family stability — or the other social and ethical issues identified in the survey, if those are priorities to your membership. I would suggest that if you have not already done so, you conduct a survey or perhaps some workshops or focus groups to identify, let's say, the top three priorities for social action by your group, and develop a plan around what you want to accomplish on those issues over a given period of time. Your national association's plan of action for public policy education provides a good model to follow (CHEA, 1994). It has a list of do-able things to accomplish in the next two years and a list of more ambitious things to consider or initiate in the next five years.

In making up your short list, you should also be guided by the concept of picking issues in which you might be said to have a niche in the marketplace of ideas. It will increase your likelihood of success. But I wouldn't suggest that you avoid an issue just because you haven't had a public profile on it in the past, and I wouldn't suggest that you choose an issue just because it's something that people expect to hear about from the Home Economics Association. Pick what you care about. So that brings us to the "how."

How to Proceed

First of all, if you want to make a real difference, you must add value to the public policy debate. You must do your

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Note

One of ten presentations on aspects of family-policy-making offered at a workshop by the P.E.I. Home Economics Association in November 1996, this paper was especially well received by the audience.

research, understand the issue you are addressing, and have some constructive ideas to advance. If you join a chorus of voices criticizing a problem but don't have anything new to offer, you will only make the chorus louder. That might get an issue higher up on the priority list and broaden public awareness of the problem, which has value in itself. It will do little, however, to move the issue along towards positive change.

What this means is that you have to do some research and policy analysis, or find it from elsewhere and put it in context. That is, you need to get your heads around the problem you are seeking to solve. What is the problem? And what are the causes of that problem? In my opinion, this is the most important part of policy work, and the step that is most often neglected. And because of that, an enormous amount of public resources are directed at solving problems that don't exist, or problems that are different from what we think they are, or symptoms rather than causes.

A number of years ago, a friend of mine was doing a PhD in Public Administration. He finished his course work in record time, but then he seemed to get bogged down on his thesis. A year went by, and he still hadn't started writing. So we asked him what was going on. "I'm trying to get my question right," he told us. Shortly afterward, he got it right — a one-sentence question. The thesis was finished four months later and published soon after that. What that says to me is that once you have asked the right question, the right answers are likely to flow from it.

When I tackle a new policy assignment, the first thing I do is spend as much time as I can afford figuring out what the question really is, taking the terms of reference and putting them into my own words. In the course of doing that, I find I often come to understand enough about the issue that the answer is already half in place by the time the question is asked. As well, this step is critically important if you have a group of people rather than an individual working on the issue. The process of articulating the question allows people to get their perspectives on the table early in the process, and to identify and sort out areas where there might be a conflict. If this step is shortchanged, on the other hand, you run the risk of disagreements surfacing later in the work; or even, at worst, having your group fall apart. I believe that a lot of minority reports result from a failure in the first instance to arrive at a common understanding of the problem.

In looking further at the "how," it comes in handy to use a "for instance." For the purpose of illustration, recognizing that you might not pick this topic at all, let's say you focus on children's nutrition as an issue. It's useful, first, to get a handle on the status of children's nutrition in your locale, relative to other provinces, and to pick out subsets of the population where problems exist. That will help you to define the problem, to ask your question. It also provides you with the information base to make a credible contribution to the debate, and to get public profile for the issue later in the process.

Having defined the problem, you need then to consider what the most effective interventions might be. To do that, you need to understand the causes of the problem. Lack of income? Parental nutrition knowledge and skills? Children's attitudes and behaviours? And so on.

Having gotten a grasp on the issue, you need to then move to a search for solutions. This stage is where you supplement your own knowledge and research with consultations with other organizations, and, in doing so, build alliances, a crucial element of how to bring about change.

Let's say, again, just for instance, that you decide nutrition in the schools is a key part of your strategy. Input from your consultations and research has indicated that effective options for the strategy might include a feeding program in schools: healthy cafeteria choices, increased emphasis on nutrition in the curriculum, a poster campaign, and parental education.

Whom do you need on-side to implement these activities? You need the Teachers' Federation, the School Boards, and the Department of Education. If they don't buy in, your ideas are going nowhere. Who would be valuable allies to you in promoting these kinds of activities? For example in P.E.I., the Home and School, the Advisory Council on the Status of Women, the Dietitians Association, the Association of Social Workers, CHANCES Brighter Futures (for young single mothers), Community Schools, the Literacy Alliance, and so on.

So I would suggest that you go and talk to those organizations to find out where they stand on your issue, gather their ideas which are probably very useful, and incorporate them if possible, so that you build an alliance, and promote their buy-in. You likely already have "ins" to some of those organizations through your own membership, because some of you may be teachers, some of you are in the Home and School, some of you are dietitians, and so on. If so, work from within. Move resolutions through your local Home and School for the Annual Provincial Meeting. Use whatever processes the Teachers' Federation and other groups have to get issues on their priority list. For organizations that you don't have direct membership in, remember that most of them will want to hear from you, and that they also have an interest in building alliances on their priorities. Through networks you both gain strength, and you both leverage your resources by pooling your effort.

At this stage, you should also open communications with elected officials. Let the Ministers responsible for your areas of interest know of your priority issues. As well, if any Members of the Legislative Assembly have shown any interest in these areas, write to them also.

Once you've done the ground work within the organizations who are going to have to deliver the solution and built a base of support in the community, the next step is to move it onto the formal agenda.

To succeed at that, you need to understand government. I've seen more resolutions and papers sent to the wrong level in the system, or to the wrong department, and it just slows things down, costs you momentum, and lowers the credibility of the effort. So you need to make your intervention at the right place. You need to know who is responsible for implementing your solutions, and who makes the decisions to go ahead so you can direct your efforts at the right target. What makes it hard is that the key decision-makers are not always the people in the key jobs, or only those people. We've all heard about the mythical school somewhere in Prince Edward Island that's really run by the janitor! Sometimes, government can be like that as well. Finding out who has influence, as well as or instead of formal power, is one of the hardest parts of the work. This is where your allies, like the Teachers' Federation or the Advisory Council on the Status of Women, can probably be a big help to you. Before you go public in a big way, open lines of communications with those decision-makers, both formal and informal. Make them aware of your policy priorities and goals, and keep them up-to-date on what you're doing. No one likes to be blindsided.

You also need to know the mechanism through which your solutions will be delivered. Is it board policy? Is it the departmental curriculum? Is it regulations or legislations? Is it funding? The more of a turnkey solution you present, the more credible you are and the more impact you'll likely have. Again, your allies should be able to help you with this.

This is where you draw on your research to get air time. Launch a public information effort. Get as much media coverage as possible. Make it as attention-grabbing as possible. Make it easy for the media to use, through ready-made feature articles and so on. Trot out statistics on how children in your locale compare to children elsewhere, or on pockets of problems within the region, or socio-economically, or whatever. Lay out your solutions and goals clearly. Get yourselves on the public policy agenda.

At the same time, my personal belief is that, if you want results, in general, keep it constructive. Government-bashing over a problem and in-your-face public tactics create a poor atmosphere for progress. As well, such approaches may cost you the support of your more moderate allies, some of the public, and, indeed, some of your own members. I see these tactics as a last-ditch approach. Instead, I would suggest that you present your issue in terms of shared concerns and shared goals. Accentuate the positive as well as the problems. Give credit where credit is due in terms of comparisons with other provinces or efforts or progress over time.

Finally, after all that, you can move to get your issue into what most people think of as the policy process, where you get decision-makers to formally change the way things are done, or to add something new to the things they are doing already. Never for one minute underestimate the difficulty of that. That is why you have done all that groundwork. The status quo is usually very deeply entrenched. It takes a lot to change it.

In order to get change to happen, you need a champion from among the people who sit at the table where the decisions get made. To outward appearances, that table is often the Cabinet table, but backbench Members of the Legislative Assembly can also play an important, though not a publicly visible, role. If they are sympathetic to your issue, they can encourage individual Cabinet ministers to give it their attention, or can advance it in caucus discussions. If it's a legislative change, a Cabinet minister has to advance the legislative proposal and to gain the approval of caucus for it. Here again, backbench Members play a role in deciding what proposals make it onto the legislative agenda for that year's session.

This is the point where your allies in the system are going to have to help you carry the ball. If the officials within the system don't support your proposals, it's less likely that your issue will make it over the top. The competition is simply too fierce. If people in the system help you bring your issue forward, on the other hand, the battle is already half won.

It may be that several phases will be needed to attain your goals. For example, the decision-maker may decide to consult inside or outside the system before making a decision. Your proposals may be delayed to the following year's budget or legislative process. If you stay with it, and have done your groundwork, you are still likely to achieve your goal in the end.

I have often worked on policy projects where the solution was clear but the obstacles to it were simply too great. I do not view these as failures; I see them as part of the change process. When I get discouraged, which does happen, I think of the metaphor of a cave where water, dripping over time, builds up a stalactite which eventually meets the stalagmite coming down from the ceiling and forms a pillar. I see my work as being like some of those drops of water — helping to build a climate of change. Eventually, hopefully more quickly than in the cave, circumstances will evolve, the opportunity will come, and the change you want will be achieved. In the meantime, you will have learned, formed relationships, and built your skills. If progress seems too slow, however, you may need to take stock of your resources, revisit your commitment, and decide whether you want to stay the course, or shift your energies to something more do-able.

Activities and Resources

Now, to touch on possible activities that the association could use to engage in the policy process. Here, to use a practical metaphor, I suggest that you cut the suit to fit the cloth. Look at the aptitudes, interests, and values of the people you have working on the issue, and tailor your approaches to those. The most effective strategy for you is likely to be one that makes the best use of the skills available and that your members are comfortable with.

Having said that, there are some key skill sets which increase your likelihood of making a difference. If you do not have these available from among your members, and you cannot afford to buy them, then you should seek to get those skills from other community groups through alliances. To get a win-win, trade off the expertise or knowledge that you possess.

These skills include research and analysis, so that you can define your issues and solutions clearly and credibly; communications skills, both written and oral, so that you can present your ideas to your allies, the public, the media, and decision-makers persuasively; and people skills, to build and maintain the strong effective relationships within your group and with other organizations which are the core of your long-term effectiveness.

Conclusion

Summing up then, what might my top five bits of advice be to you? They take the form of maxims, perhaps timeworn but with a lot of common sense to them for all that.

- Know thyself, and to thine own self be true. Pick issues that you really care about.
- Do your homework. Know your issue, understand its causes, and identify some constructive solutions.
- Build partnerships based on shared goals. Build a network, leverage your resources, and look for win-wins.
- Cut your suit to fit the cloth. Emphasize the tactics that work best for you as a group.
- Keep to the high road. Assume others are well-intentioned too. Put your issues and solutions in constructive terms and share recognition.

There are no guarantees, but I hope that this outline gives you a better sense of how to achieve policy change. It's not easy, but having done this kind of work from the inside for many years, I can say with certainty that it's always interesting, it's often fun, and when you do make a difference, it's very satisfying.

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Home Economists Speak Out

Framing Classroom Practice within the Hestian Paradigm

Penny L. Burge and Steven M. Culver

As Patricia Thompson points out in her book, *Bringing Feminism Home: Home Economics and the Hestian Connection* (1992), the field of home economics requires a transformation in how reality within the field is constructed and its knowledge transmitted. This reinterpretation can be best accomplished, according to Thompson, through certain precepts contained within the several viewpoints of feminist thinking (Thompson, 1989). Through such a re-visioning, home economics can truly become "a meeting place of the disciplines," as Brown and Paolucci visualized (1979).

In this reinterpretation of home economics, which Thompson designates as "Hestian," she sees the most effective educational process as one that emphasizes human issues. Essential social functions of the family and home remain a burning social issue. As she has pointed out, home economics is a knowledge system, not a system for perpetuation of traditional gender roles (Thompson, 1984). Through a paradigm linking theoretical knowledge to practical judgments, this Hestian view of the world provides a way to link the private domain and its associations (domestic life, ethics of care, ideology of connection, intrinsic rewards) with the public domain and its recognizable elements (public life, ethics of control, ideology of power, extrinsic rewards) in ways not typically available in other paradigms. Other ways to view epistemological questions are typically limited and sexist, viewing the work and lives of women as secondary, if visible at all.

The Hestian framework stems from the use of the terms Hestian/Hermean to represent private/public space (Braudel, 1981). From a Hestian feminist viewpoint, Hestian space is where the household, family, and home co-exist through systems of action based on love, care, and connection (Thompson, 1995). This Hestian system is built upon human responses to the daily demands for sustenance and nurturance — "primal" needs met physically, socially, and spiritually. The Hermean domain, on the other hand, consists of institutions external to the family and is maintained through action systems based on the need to exercise power and control over the public welfare. It is not surprising, then, that the private domain is overshadowed by the more highly valued and seemingly more visible public domain.

This paradigm provides some guidance in how one views the field of home economics, but it also provides a view to how one can examine other disciplines, particularly their inter-relatedness. Of particular use in this paradigm is the practical application of systems theory (see Thompson, 1992, p. 97 ff). Systems theory is predicated on the notion that all elements of a given system are inter-related, interconnected, and interdependent. The emphasis on systems theory is naturally, then, a focus on process rather than on product. Such a view helps us see the construction of social systems in a new light. For example, instead of the dichotomy of work life and home life, systems theory views what goes on at work and at home as interdependent, one affecting the other. It fits well into the description of the Hestian paradigm that looks at how we put the social world together on a day-to-day basis, co-acting, co-ordering, to create relations and communities. The quality of these rests on the quality of the individuals, groups, and other communities involved. The concepts of care and connection are critical to any implementation of this philosophy (Thompson, 1991).

To identify these important issues and not involve our students in them seems especially inappropriate. The classroom, like the family, constitutes a social system. Although its goals differ from family goals, it does provide an opportunity for Hestian process, emphasizing connection and inter-relatedness. Theoretically, according to Hestian precepts and systems theory, our students are interdependent with our own views, and, practically, they represent the advancement or stagnation of the field of home economics and other social communities. It is difficult, though, for us as educators not to dictate to our students what they should do and believe. We are, after all, in educational environments that too often value identifying the quickest way to create a product. Even today, rote learning through lecturing and evaluation through multiple-choice testing is still often used. We are constantly torn between the teaching of "facts" (witness the call to "back to basics") and the teaching of critical analysis. This environment makes it difficult to discuss process-oriented issues rather than simply create products or memorization of facts.

Despite these difficulties, it is important to translate the Hestian paradigm into the classroom. The translation should include a way of teaching that emphasizes and complements these Hestian values of care and connection rather than power and control. The task of the educator could be described as "finding ways of working with students that enable the full expression of 'multiple voices' engaged in dialogic encounter" (Simon, 1987, p. 375). In brief, it is the attempt to enable students to speak in self-affirming ways about their personal experiences (Ellsworth, 1993, p. 53).

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This attempt is one way that the Hestian framework can be made practical. This creative activity we refer to as *praxis* (see Lather, 1991, pp. 11-14). Given this framework, the purpose of this paper is to provide a discussion of learning strategies that can be used both in and out of the classroom to integrate the Hestian paradigm with students' own lives.

Framework For Hestian Teaching

Perhaps the first important premise is that we, as teachers, also continue to be students. Lather (1988), for instance, has pointed out that we need to continually bring our own biases forward for scrutiny and ask our students to do the same. Lather has even suggested ways we might begin this scrutiny. A teacher may do this herself/himself by keeping a teaching journal, by videotaping class sessions, or by other methods that provide a valid picture of how the teacher's biases affect interactions within the classroom. If a videotape reveals the teacher calling on all boys in the classroom and ignoring the girls, then such results should be telling to a teacher who embraces a Hestian philosophy. Teachers may also, for this self-examination, use colleagues and students as part of the examination of biases.

Teaching Strategies

A variety of methods to be sure all students are given opportunities to participate in the learning activities can be developed. Some teachers have made index cards with students' names and have used them to help prompt the class discussions in an egalitarian way. Some teachers even keep lists to ensure that all students have had the opportunity for a voice in the classroom. Of course, providing opportunities for voice and giving voice are not the same. It is important to accept that, in some contexts, "chosen silence can be a mode of self expression" (Burbules & Rice, 1993, p. 21).

Another active way for teachers to employ a Hestian viewpoint in their teaching is to change the social relations in the classroom "which always privilege her own talk over that of her students" (Lather, 1988, p. 271). Such changes emphasize that what the students think is also important and that what the teacher says, especially as she represents the "institution" of education, may be appropriately questioned. One way to change this teacher-student relationship is to select, as one of the readings in a class, a novel that the teacher herself has not read so that she can be a first-time reader along with her students. For example, in a sophomore level Honors symposium course focused on Issues of Diversity, the 16 students and two instructors read seven books, authored by such writers as Cornel West, Paul Monette, Susan Griffin, and Jonathan Kozol. We team-taught this course as another way to help students see that one person is not the sole font of knowledge in a classroom. Of the seven books, one instructor had previously read one of the books, the other instructor had read two. In class discussions, students and instructors talked freely about their interpretations and meanings in the text.

As part of the Hestian process, students were told that one rule guiding class discussions is that they are not allowed to interrupt one another. Because all voices in the classroom do not have and cannot carry equal legitimacy and power in a dialogue, there are times when the inequalities must be recognized and addressed by constructing alternative ground rules for communication. Students begin to realize, for instance, that some groups in class have consistently more speaking time than others (Ellsworth, 1993, p. 60). Being careful not to interrupt each other is one way to contribute to the effectiveness of the dialogue. Other ways include class time for sharing grievances or just thinking back to the goals of the course and how well the course is facilitating achievement of those goals.

Another way to change this relationship is to build into the course design sections where the students are encouraged to teach. For example, at selected times during the course, students lead a class discussion regarding a section of the text. In a class where the instructor has helped change the typical teacher-student dynamic, when peer students do present, they are more likely to be helped out by their classmates being involved in discussions and answering questions. Students come to see the teacher-student dynamic from a different perspective.

Changing the physical structure of the classroom is also a way to change the teacher-student relationship, or what Lusted (1986) has called "the transformation of consciousness" (p. 3). Some teachers sit in a circle with their students. Others arrange their assignments to encourage groups of two, three, or four students to form in different places within the room. Still another way is for the instructor to give up the lead role in front of the classroom by sitting in the rows as a student. The message is again made overt: Your opinion, as student, is important and not controlled by some authoritarian (Hermean) figure standing in front of you. In an Honours symposium we typically sat in theatre-style rows with the students, usually in opposite corners of the room. We also intentionally sat in different places at each class period as a further attempt to break up the structure. Students will often return to the same seats every class period and build a sense of community with those around them. If students also change seats during the course, they can build different communities for classroom discussions. Such a practice has been suggested by some (e.g. Burbules & Rice, 1993) as contributing to the development of negotiation and empathy skills.

Valuing the Hestian Domain

A learning strategy that brings alive the Hestian paradigm of domestic family space is the involvement of students in group classroom projects such as the construction of an oral history or an art object. One example appropriate for home-centered instruction is the making of a quilt. By working together to design and complete a quilt, students can see quilts as metaphor and a way to come to understand women's ways of seeing the world. As Thompson (1992) noted in *Home Economics and Feminism*, quilts symbolize ways of stitching together the many facets of our lives and experience. Emphasis on a project of this nature should remain on the process and not on the end product, although likely a lovely quilt will result.

Sometimes other artists' works can be used as models for enhancing the Hestian paradigm in instruction. One preeminent African-American artist who is an educator, feminist, civil rights activist, and one of the first to raise the making of quilts to an art form, is Faith Ringgold. Her artworks are designed to present a realistic view of the black woman in society and they are in the collections of the Guggenheim Museum and the Metropolitan Museum of Art. We have often used her quilts as the focus for discussions both in and out of the class. Her quilts can be discussed by all age levels to examine how home-related arts propagate the culture. They can also serve as an introduction to oral history as a learning strategy.

Oral history is another means of bringing the family to the centre of instruction. Students can develop their own life story or interview a family member to record part of their own past. A different approach can involve the students in interviews with someone unlike their family of origin to facilitate understanding of diverse backgrounds. Interviews with women who have selected male-intensive employment or women who have grown up in other cultures can be effective. The work of these women can be interwoven into the classroom and increase the ways in which students see family life and themselves. It can make home life more visible, more tangible.

Caring and Service Learning

Another important piece of the Hestian curriculum is the infusion of a liberal education with social purpose (Goodsell, 1923, p. 348). Service learning is designed to do exactly that. "Service learning" is the integration of academic coursework and community involvement, often completed in an agency in the community or sometimes in another unit within the educational institution. Courses with a service learning component often include an assignment of a certain number of hours of service in a community agency. The agencies are selected based on a similarity of their goals with the goals of the classroom activities. Leadership teams of the classroom instructor, the student, and the agency site supervisor become a community focused on the student's learning process. Students, for their part, are often eager to be more involved in the communities which exist beyond the walls of the classroom. To be engaged in work that provides practical application of their studies fulfills their need for caring and connection. Examples of these service learning projects include students in Child Development classes who serve as tutors for pre-school and elementary school children; college students in Women's Studies classes who volunteer in a rape crisis center; Appalachian Studies students who assist with local food drives; and high school students who provide assistance as volunteer aides in the regional hospitals.

Critical reflection in the context of the academic program focusing on these activities is a necessary component of the student's education. Sometimes journals are a useful tool for this active thinking. Regular communications with agency supervisors and with supervising faculty help students deepen their level of involvement and increase their commitment to caring that goes beyond the limitations of text-based coursework.

Conclusions

The results of these approaches are multidimensional in that they affect what occurs in the classroom but they also influence students' perceptions of what can be part of their educational experience. They help students become aware of the necessary process of reformulating ideas, examining the validity of our assumptions, and the connections between changing life circumstances and our views of self (Acker, Barry, & Essevold, 1983, p. 427). These approaches also provide ways that the Hestian philosophy can be made practical — ways that the Hestian view can become praxis.

Burbules and Rice (1993) have noted three kinds of benefits that accrue from creating dialogues across boundaries. The first is that the educational process becomes more egalitarian. This happens because one recognizes oneself as having a membership in various, different subcommunities simultaneously, for example, students in peer groups in a classroom setting as well as members of family groups. Individuals are allowed to construct identity along more flexible lines. A second benefit is that an understanding of others is enhanced. Through this increased understanding may come a greater understanding of self. Finally, the quality of communication is increased. This comes about because, when faced with an emphasis on human issues, we re-examine our own suppositions and compare them with different ones. We become less dogmatic, less focused inward, and more ready to examine the world as others see it.

The Hestian paradigm translated to curriculum focuses on "the fact that human beings everywhere and at all times confront a set of perennial problems grounded in their essential nature as human beings" (Thompson, 1992, p. 182). Through classroom strategies that provide opportunities for individuals to participate with voice in class and in several smaller committees, through a social justice emphasis in courses including service learning, and through our continuing willingness to examine our own biases, home economics can perhaps be brought back to the centre of the debate. If we build Hestian thinking into our curriculum, home economics can provide "a loom on which the fabric of women's, men's, and children's lives can be re-woven and transformed" (Thompson, 1992, p. xvii).

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What Do You Say When Asked About

Education about Death and Dying

Elizabeth Slump

In a rural Ontario high school in the mid 1970s, it became almost routine that the staff would arrive on Monday morning only to see the flag at half staff. One would enter the school and ask what happened only to find that another student had died in an automobile accident on the weekend. So frequently did this happen in a popular Ottawa Valley high school and with so much impact on the students and the staff that I, as the Family Studies teacher, felt I should and could do something to help the students. With the blessing of the principal and the help of a group of parents, Death Education began as part of the Family Studies curriculum. Over the years, many grieving students knew they could come to the safe environment of the Family Studies room. There they would be able to talk about their pain and someone would help them face the sadness of the two or three days following the tragedy and even longer if need continued.

These adolescents were typical of most adolescents. Adolescence is a time for growth, for change, for life, not death. Why teach and talk about death at this stage of life? How could and why would the Family Studies educator be the death educator in a school system? Having been involved in Family Studies and Death Education for many years, I have had a wide range of experiences. This has caused me to reflect on and explain the significance of these two fields of expertise and to suggest how they can be combined in an interdisciplinary fashion to be used to the benefit of adolescents in our school systems and make use of the training which Family Studies educators have.

Regardless of age, no one can escape the inevitability of death. In fact, in most school systems there are at least three deaths of children each year and at least five deaths of adults, some of these being teachers or support staff. As many as 30% of all students will experience the death of a parent by the time they reach the age of 16 (Death Education, Education Curriculum, 1991). If one adds the possibility of death of relatives, such as grandparents, the adolescent's experience with death and grief becomes even more encompassing. Added to this is the likelihood that 40% of all students may experience the separation and divorce of parents, which will produce many of the same grief reactions as does the death of a parent. (US Bureau of the Census, 1987).

Yet, as with sexuality and other taboo topics, adolescents frequently have little information and in many cases possess only distorted information about death. In many instances, they gather knowledge from their peers and such knowledge contains little more than superstitions, fears, and horror stories. Acting on this lack of information, or misinformation, the young person's ability to deal with grief and/or to support others is hindered. Despite the fact that peers may have experienced loss, adolescents frequently act as if nothing has happened. They avoid contact with their bereaved friends. They fear bringing up the topic because they "don't know what to say" or believe changing the subject will make their friend(s) feel better.

Why the Family Studies Educator as Death Educator?

It is obvious that we need to teach about death, dying, and the grieving process with adolescents. Instead of tolerating no information and misinformation, we need to assist young people in obtaining knowledge. Instead of fears and superstitions, young people need awareness and a better understanding of themselves and others. In place of avoidance and lack of support, we need to give young people help to acquire the skills necessary to support their peers in times of grief and death.

The Family Studies educator has the opportunity and the educational background to be the key person involved in a Death Education program in a school system. Areas of Family Studies curricula, such as Parenting, Life Skills, and The Canadian Family in Perspective, as well as the elementary level courses offer many varied opportunities for dealing with issues surrounding death and dying. The Family Studies educator has been trained in psychology and sociology, and in reality has become a guidance counsellor for many students because of the nature of the curriculum and its setting.

Criteria for Death Education

As for other areas, certain criteria should be set and met for Death Education. Family Studies educators can meet and often surpass the required criteria. As a Family Studies Death Educator, I suggest that teachers should be aware of their own feelings and reactions to death, dying, and grief; know the developmental stages of life; be aware of social changes; know the subject matter thoroughly; and use the language easily.

Death educators, at the very least, should themselves possess the three competencies of knowledge, self-awareness, and communication — skills and knowledge that they need to help their students develop. Family Studies educators who possess these competencies are well on their way to

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The Author

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becoming caring, compassionate death educators. They can take advantage of areas such as the current Parenting curriculum being taught in Ontario schools to discuss explaining death to children and enlarge on these topics developing small units of study. But before doing this the Family Studies educators can ask themselves questions which deal with three competencies.

Knowledge

While dealing with the informational aspect, educators need to know facts related to their objectives.

1) Will I have enough knowlege to answer factual questions and have an understanding of what is happening in the subject area of fear and dying? If I do not know the answers to questions, do I know the resources available to obtain the answers?
2) Will I have time to preview all materials that I plan to use and evaluate the worth of these materials?
3) Will I be willing to go to field trip sites before taking my students there? Will I go to the cemetery, funeral home, etc., so that I know what the students may expect to encounter?

By reading some of the many books on the market, for example, Stevenson (1994), attending seminars and conferences, viewing films and the like, educators may acquire this necessary information. A recently released work edited by Robert Stevenson, *Teaching Students About Death* (Stevenson, 1996) is an invaluable resource for educators who desire some basic strategies for the classroom. Those who want to study the grief process would be well served with any of the works of Dr. Allen Wofeldt such as *Helping Children Cope with Grief.* Dr. Wofeldt has also authored a series of brochures designed to be a "helping" series, available from Batesville Management Services, a company which provides services for funeral professionals and has an educational program.

Self-Awareness

Educators need to become aware of their own attitudes, beliefs, values, and feelings regarding death and grief. The Family Studies educator deals with these topics in almost every other area of the curriculum. Some questions assist in a greater self-awareness.

1) How will I feel when students ask me difficult questions? Am I willing to show my points of view? Do I accept varying opinions on topics such as abortion, suicide, euthanasia, and can I teach both sides of such issues?

2) How will I feel if students are upset when dealing with death? Will I change the topic? Will I get depressed? What will my feelings be toward a student who directs hostility at me and at my course?

Such questions are less difficult to answer as you read, go to conferences, and become more exposed to death issues.

Communication Skills

In the third area of competence the death educator needs basic listening and communication skills. The following questions might help in assessing these skills.

1) Am I able to talk about death issues using clear language without using euphemisms? Can I respond to students without using cliches?
2) Am I able to listen and not try to "cheer up" the person? Can I respond with empathy or just remain silent when appropriate?
3) Am I able to express the fact that I care? Am I less concerned with what I might say than how I might help? Do I realize that sometimes a touch on the shoulder or hand of the student may be the help the student needs?

Open and honest communication is essential. The Family Studies educator possesses an abundance of listening and communication skills since the very nature of the curriculum elicits these skills. Incorporation of death education information would be an insignificant change of focus.

Conclusion

As we prepare to enter the next century we see a changing society where tragedy touches almost every family at one time or another, a society where, despite efforts to change, violence in all its forms often resulting in death is very much a part. Education must address these issues and must provide help to individuals whose lives are torn apart by tragedy. Family Studies educators, if they are self-aware individuals who can listen and communicate with students, can make a significant contribution since their knowledge is focused on families.

In my role as a Family Studies Educator/Death Educator for many years, I witnessed the difference that death education made in the lives of many students. As well as the fact that it was accepted and appreciated, it helped keep enrolments up and promote enthusiasm for the field of Family Studies. As one of only a handful of Certified Death Educators in Canada, I am very aware of the need and would encourage Family Studies educators to think about the possibilities in your school.

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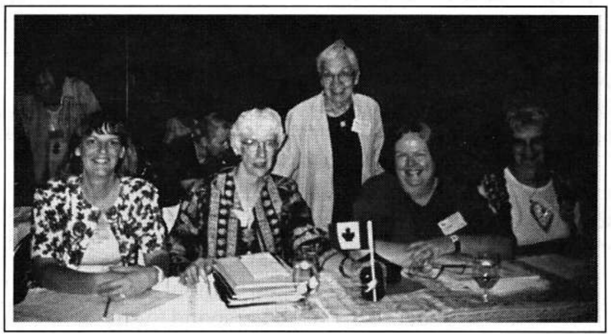
IFHE . . . In Focus
Regards sur la FIEF

Living Conditions: a Global Responsibility;
The Role of Home Economics
Les conditions de vie: une responsabilité globale; le rôle de l'économie familiale

Ruth E. Berry and Lila Engberg



Canadian Council delegates M. Weber, S. Jones. L. Engberg, R. Berry, D. Kieren

Report from the 1996 IFHE Council Meeting and Congress Bangkok, Thailand, July 21-26, 1996

Over 1,000 home economists from over 50 countries met in the beautiful surroundings of the Conference Centre in Bangkok in July. Eighteen Canadians attended. Thailand's Princess Maha Chakri Sirindhorn opened the first session of this, the 18th World Congress of the International Federation of Home Economics (IFHE). In her introduction to the Congress, Dr. Maria Thiele-Wittig, the IFHE President, stated that "It is households and families who are the providers of human resources for society and the economy. And, for the individual, they are the immediate environment and platform for his or her life and activities."

Each day began with a keynote address with responders from various geographic regions of the world. All four keynote speakers drew attention to critical changes in living conditions and the need for us to take a more proactive and advocacy role with and on behalf of families. The speakers and respondents were home economists who recognized economic and social problems experienced by people in every country and the role of home economics in addressing them.

Dr. Doris Badir (Canada), in her response to the opening address, urged members to examine living conditions of the world's populations through the lenses of our profession. She offered such questions as: "Why do we have such disparity? Why are fish stocks decreasing at such an alarming rate? Why is there a growing gap between rich and poor in the world and within every country of the world? Why is it that women the world over are the poorest class in every society?"

The second plenary session focussed on global economic conditions and the importance of education for improvement of living standards and quality of life. Dr. Eleanore Vaines (Canada) in her response presented a series of orienting maps which brought a new view of how home economists practise their profession.

Members of CHEA who attended the Council meeting were the first to hear about the pressing need for IFHE

Rapport de la réunion du Conseil et du Congrès de la FIEF, à Bangkok, Thaïlande, du 21 au 26 juillet 1996

Plus de 1 000 économistes familiales provenant de plus de 50 pays se sont rencontrées en juillet, dans un décor charmant, au Centre des Congrès à Bangkok. Dix-huit Canadiennes y ont assisté. La princesse Maha Chakri Sirindhorn de Thaïlande a fait l'ouverture de la première séance de ce 18e Congrès mondial de la Fédération internationale pour l'économie familiale. Dans son discours de présentation du Congrès, Maria Thiele-Wittig, présidente de la FIEF a déclaré : «Ce sont les foyers et les familles qui fournissent les ressources humaines à la société et à l'économie; pour les individus, ils sont l'environnement immédiat et la scène de leur vie et de leurs activités.»

Chaque journée a commencé par un discours principal prononcé par une conférencière invitée, suivi de discours reliés au thème et prononcés par des personnes provenant de diverses régions géographiques du monde. Les quatre conférencières invitées ont souligné des changements cruciaux qui s'opèrent dans les conditions de vie ainsi que le besoin qui existe que nous jouions un rôle plus proactif de défenseur de la cause des familles, avec ces familles et en leur nom. Les personnes qui ont donné les conférences et fait les discours étaient des économistes familiales qui reconnaissaient les problèmes sociaux et économiques que vivent des personnes dans tous les pays du monde ainsi que le rôle que l'économie familiale peut jouer à régler ces problèmes.

Doris Badir (Canada), dans son allocution en réponse au discours d'ouverture, a exhorté les membres à examiner les conditions de vie des populations du monde avec «les lunettes» de notre profession. Elle a suggéré des questions telles que : «Pourquoi y a-t-il une telle inégalité? Pourquoi les stocks de poissons diminuent-ils à une vitesse si alarmante? Pourquoi y a-t-il un écart grandissant entre les riches et les pauvres du monde et dans chaque pays du monde? Pourquoi les femmes sont-elles, partout à travers le monde, dans toutes les sociétés, la classe la plus pauvre?»

La deuxième séance plénière portait sur les conditions participation in global and national policy-making which impacts on the quality of everyday life. They were urged to make their voices heard through the opportunities with the United Nations system. IFHE has special status as an International Non-Governmental Organization (NGO) with several United Nations agencies. One way to make a global impact is for home economists to provide expertise in the drafting of briefs and through attendance as vocal representatives to UN and other NGOs whose interests parallel those of home economics. Networks are important.

One of the critical issues on the global agenda is that of household food security. "Food for All: A Global Responsibility" was a special message presented to the IFHE Council by Dr. Leena M. Kirjavainen (Finland), Director of the Woman and Population Division, Sustainable Development Department, Food and Agriculture Organization of the United Nations. Leena urged IFHE input at the World Food Summit in Rome, November 13-17, 1996, where Heads of State and Government from close to 200 countries throughout the world were to gather for consultation. She put forward a 10-point list of recommendations which will guide the three IFHE members who are drafting a statement of strategies for IFHE to present at the Summit. There *are* opportunities for action!

Some of our representatives and their IFHE roles and responsibilities are:

Francesca Ronchi Proja (Italy), the IFHE representative at FAO, Rome, regularly attends the meetings on food security, sustainable agriculture, nutrition, education, and technology. She will express our concerns if she hears from us.

Gertrude Pichler (Austria) has chaired the FAO/ECA Working Party on Women and the Agricultural Family in Rural Development and contributed to international workshops for the European Commission (EC) in Europe for a number of years.

Monica Tupay (Austria), the UNO representative in Vienna, was a major contributor to planning and implementing programs for the International Year of the Family, and was responsible for initiating the outreach programs to Eastern Europe in 1992 and 1994, to be continued.

Ruth Norman (USA) is the permanent IFHE representative to the United Nations in New York. She attends weekly briefings as a member of seven working committees on the family, the status of women, values, shelter, the population task force, UNIFEM (Chair 1995-96), and UNICEF.

Janet Tauxe (Switzerland) is a member of a working group on nutrition for UNICEF, Geneva. The convener will attend the UN Food Summit in Rome in November.

Odette Goncet, Jacqueline Fritsch, Denise Ricard (France) are IFHE representatives to UNESCO and members of seven working groups in Paris: Women and Families, Children in Armed Conflicts, Education Rights, Science and Ethics, Environment and Development, UN Year of the Family, and Year of Tolerance.

What do we wish these IFHE representatives to say on behalf of the home economics profession? They are our voice. Can we make an impact? CHEA members are urged to become more proactive in Canada and globally. IFHE's permanent representatives to the UN can be contacted and would welcome input to international decisions.

économiques mondiales et sur l'importance de l'éducation pour améliorer le niveau et la qualité de vie. Eleanore Vaines (Canada) dans sa réponse au discours principal a présenté une série de schémas directeurs qui ont donné une nouvelle perspective à la pratique de la profession d'économiste familiale.

Les membres de l'ACd'EF qui ont assisté à la réunion du Conseil ont été les premiers à entendre parler du besoin pressant d'une participation de la FIEF à l'échelle nationale et mondiale, au processus d'élaboration de politiques qui influent sur la qualité de la vie quotidienne. On les a incités à tirer profit des possibilités qui existent dans le système des Nations Unies pour se faire entendre. La FIEF a un statut spécial avec plusieurs organisations des Nations Unies en tant qu'organisation non gouvernementale internationale (ONG). Une des façons d'avoir une influence à l'échelle mondiale serait que les économistes familiales fournissent de l'expertise dans la rédaction d'exposés et se fassent entendre en participant aux Nations Unies et aux autres ONG dont les intérêts sont en parallèle avec ceux de l'économie familiale. Les réseaux sont importants.

Une des questions les plus importantes «à l'ordre du jour mondial» est celle de la sécurité alimentaire pour les familles. «Nourrir le monde : une responsabilité mondiale» tel était le message spécial livré au Conseil de la FIEF par Leena M. Kirjavainen (Finlande), directrice de la Division de la Femme et de la Population au Département du Développement durable, de l' Organisation des Nations Unies pour l'alimentation et l'agriculture (FAO). Leena a vivement encouragé un apport de la FIEF au Sommet mondial de l'alimentation à Rome, du 13 au 17 novembre 1996. Les chefs d'État et de Gouvernement de près de 200 pays de partout au monde vont s'y réunir pour se consulter. Elle a présenté une liste, en 10 points, de recommandations qui servira de guide aux trois membres de la FIEF qui rédigent une déclaration de stratégies que la FIEF présentera au Sommet. Il existe des occasions d'agir!

Voici quelques-unes de nos représentantes; leurs rôles et leurs responsabilités sont:

Francesca Ronchi Proja (Italie), la représentante de la FIEF à la FAO à Rome, assiste régulièrement aux réunions portant sur la sécurité alimentaire, l'agriculture durable, la nutrition, l'éducation et la technologie. Elle présentera nos préoccupations si nous lui en faisons part.

Gertrude Pichler (Autriche) a présidé pendant plusieurs années le groupe de travail de la FAO/ECA sur la femme et la famille agricole en développement rural, et a contribué à des ateliers internationaux pour la Commission européenne (EC) en Europe pendant plusieurs années.

Monica Tupay (Autriche), la représentante de l'ONU à Vienne a contribué de façon importante à la planification et à la mise en oeuvre de programmes pour l'Année internationale de la famille et a été responsable de la mise en place de programmes d'ouverture à l'Europe de l'Est en 1992 et 1994, qui se continuent.

Ruth Norman (USA) est la représentante permanente de la FIEF aux Nations Unies à New-York. Elle assiste à des sessions d'information hebdomadaires en tant que membre de sept comités de travail sur la famille, la condition de la femme, les valeurs, l'habitat, le groupe de travail sur la population, l'UNIFEM (présidence en

IFHE Affairs

According to the 1995 IFHE report, Canada had 217 individual members and 11 organizational members, five of whom represented local Home Economics Associations at the IFHE Council meeting. Dianne Kieren (Alberta), Ruth Berry (Manitoba), Shirley Jones (Toronto), Marilyn Weber (Ontario Home Economics Association), and Lila Engberg (carrying proxy votes from B.C. and CHEA) were the voting delegates. We were sorry that Joan Allen Peters (CHEA representative) and Margaret Arcus (BC) were unable to attend this year. There was a small increase in Canadian membership between 1994 and 1995. Fifteen presenters, out of about 200 oral and poster presentations of research at the Congress, came from Canada. The abstracts have been published and can be obtained from your representative.

Jean Edwardes (UK) presented recommendations of a Task Force on restructuring IFHE, for ratification by Council. The Task Force, originally headed by Doris Badir (Past President of IFHE), proposed major changes in the constitution. Three of these changes include voting arrangements for groups of individual members as well as for association representatives; vice-presidents to be elected regionally; English as the working language, French to continue as the language of the Secretariat as long as the office remains in France — if the office location changes, the language will change to that of the host country.

Margareta Illman (Finland) chaired the Location Task Force. On July 1st the IFHE Office moved to a new location: 1, rue du 11 Novembre, 92120 Montrouge, France. There will be no change for two more years. Fully costed proposals from other countries are invited for the IFHE Secretariat. The IFHE archival material was moved to a Centre for Documentation in Angers, a new university in the west of France. The material is to be catalogued and, in 1997, put on internet.

The Task Force on Finance (Rosa Johner, Switzerland, Chair) announced a fee increase as follows: Organizational membership 1400 FF, Individual members 200 FF, Student members 100 FF. One or two newsletters per year will be published in English and French only; advertising will be solicited to help defray costs. Profits from the book *Families in Transition* will go to the Secretariat.

An IFHE Development Fund (Nancy Leidenfrost, USA, Chair) has been established to solicit and receive funds from donors, public and private, including members, to advance the field of home economics internationally. A Committee of five members will administer the Fund.

Doris Badir (Canada) chairs the Policy and Procedures committee. Now that the new constitution has been ratified, work on development of a policy and procedures manual will continue.

A new Executive Committee was elected to hold office for the next two years while IFHE switches to the new constitution. Vice-presidents are asked to develop and present procedures by January 1997 for elections, henceforth to be conducted at the regional level. Elections of other officers will continue to be held at the IFHE Council meetings every two years. The next Council meeting in our region is scheduled to be held in 1998 in Puerto Rico. The Vice-President for the Americas Region, Alberta Hill (Pullman, Washington) will continue until that time and will welcome our contributions for the regional newsletter or election suggestions.

Nancy Granovsky from Texas is the newly elected President of the IFHE in office until the year 2000. There is 1995-96) et l'UNICEF.

Janet Tauxe (Suisse) est membre d'un groupe de travail sur la nutrition pour l'UNICEF à Genève. La présidence assistera au Sommet de l'alimentation, (ONU), à Rome en novembre.

Odette Goncet, Jacqueline Fritsch, Denise Ricard (France) sont représentantes de la FIEF à l'UNESCO et sont membres de sept groupes de travail à Paris : les femmes et les familles, les enfants dans les conflits armés, les droits à l'éducation, la science et l'éthique, l'environnement et le développement, l'Année de la famille de l'ONU et l'Année de la tolérance.

Comment est-ce que nous aimerions que ces personnes représentent notre profession d'économie familiale? Elles sont notre voix. Pouvons-nous avoir un impact? On encourage vivement les membres de l'ACd'EF à devenir plus proactifs au Canada et mondialement. Les représentantes permanentes de la FIEF à l'ONU seraient réceptives à recevoir nos idées et nos commentaires au sujet de décisions internationales.

Nouvelles de la FIEF

D'après le rapport de la FIEF de 1995, le Canada a 217 membres individuels et 11 organisations-membres, dont 5 ont représenté des associations locales d'économie familiale à la réunion du Conseil de la FIEF. Dianne Kieren (Alberta), Ruth Berry (Manitoba), Shirley Jones (Toronto), Marilyn Weber (l'Association d'économie familiale de l'Ontario) et Lila Engberg (détenant des votes par procuration pour la C.-B. et l'ACd'EF) étaient les déléguées avec droit de vote. Nous regrettions que Joan Allen Peters (représentante de l'ACd'EF) et Margaret Arcus (C.-B.) n'ont pas pu être présentes cette année. Il y a eu une légère augmentation du nombre de membres entre 1994 et 1995. Au Congrès, quinze des 200 présentations de recherche, sous forme orale ou d'affiches, étaient données par des personnes venant du Canada. Les résumés ont été publiés et sont disponibles auprès de votre représentante.

Jean Edwardes (UK) a présenté les recommandations d'un Comité de Pilotage sur la restructuration de la FIEF, pour qu'elles soient ratifiées par le Conseil. Le Comité de Pilotage, dirigé au début par Doris Badir (présidente sortante de la FIEF), proposait des changements majeurs à la constitution. Trois de ces changements incluent des modalités de vote pour des groupes de membres individuels ainsi que pour des représentants d'associations; l'élection régionale des vice-présidents; l'anglais comme langue de travail avec le français qui continue à être la langue du Secrétariat tant que le bureau demeure en France — si le bureau déménage, la langue changera à celle du pays hôte.

Margareta Illman (Finlande) a présidé le Comité de Pilotage sur l'Emplacement. Le 1er juillet, le bureau de la FIEF a déménagé à une nouvelle adresse: 1, rue du 11 Novembre, 92120 Montrouge, France. Il n'y aura pas de changements pendant les deux prochaines années. On invite d'autres pays à soumettre des propositions avec coûts détaillés pour le Secrétariat de la FIEF. Le matériel d'archives de la FIEF a été transféré à un Centre de documentation à Angers, à une nouvelle université dans l'ouest de la France. Le matériel sera catalogué et, en 1997, il sera mis sur l'Internet.

Le Comité de Pilotage sur les Finances (Rosa Johner, Suisse, présidente) a annoncé une augmentation de la cotisation d'un membre collectif à 1 400 FF, d'un membre individuel à 200 FF et d'un membre étudiant à 100 FF. Un also a new treasurer, Siglinde Porsch from Germany, two new Executive members from Africa, Patience Adow (Ghana) and Erika Knye (South Africa), and a new member for the Americas, Juanita Mendenhall (South Carolina). Consult your Canadian representative for other election results and major changes agreed upon during the IFHE Council meeting.

Appointments for the 1996-2000 period will be made to the following IFHE Programme Committees: Family Resource Management, Foods and Nutrition, Habitat and Environment, Health Education, Home Economics Policies in Education and Training, Home Economics in Business and Industry, Outreach to Eastern Europe, Research, and Women and Families in Development. You can become either an active or a corresponding member. Send your application to the IFHE President:

Nancy L. Granovsky
305 Agriculture Bldg., Texas A & M University
College Station, Texas 77843-2251
FAX: 409-845-6496; E-mail: n-granovsky@tamu.edu

An International Workshop, "Home Economics: A Vehicle for Social Change," for the Europe Region was held in Vienna in October, 1996. Other regional meetings and workshops are listed in "Upcoming Conferences" in this issue of *CHEJ.* The next Congress is planned for the year 2000 in Ghana. Several themes were suggested and debated, with the Executive authorized to make the final decision.

At the closing session of the Congress, Distinguished Service Awards were presented to Lila Engberg (Canada) for her outstanding world-wide contribution to Home Economics, and to Nancy Leidenfrost (USA) for her long record of service with IFHE.

Those who attended this 18th Congress of the International Federation for Home Economics think it was the best ever! The opportunities to hear from our own colleagues have expanded. The messages are clear: the challenges to the profession of Home Economics are enormous.

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ou deux bulletins par année seront publiés, en anglais et en français seulement; on cherchera de la publicité pour aider à défrayer les coûts. Les profits du livre *Families in Transition* iront au Secrétariat.

Un Fonds de développement de la FIEF (Nancy Leidenfrost, USA, présidente) a été établi pour demander et recevoir des fonds de donateurs publics et privés y compris les membres pour l'avancement international du domaine de l'économie familiale. Un comité de 5 membres administrera le Fonds.

Doris Badir (Canada) est présidente du Comité des Politiques et Procédures. Maintenant que la nouvelle constitution est ratifiée, le travail d'élaboration d'un manuel de politiques et de procédures se continuera.

Un nouveau Comité Exécutif a été élu pour être en fonction pendant les deux prochaines années, periode de transition à la nouvelle constitution. On demande aux vice-présidents d'élaborer et de présenter des procédures pour janvier 1997 pour des élections qui se tiendront dorénavant au niveau régional. L'élection des autres membres du Conseil continuera d'avoir lieu aux réunions du Conseil de la FIEF, à tous les deux ans. Il est prévu que la prochaine réunion du Conseil dans notre région se tiendra en 1998 au Puerto Rico. La vice-présidente pour la région des Amériques, Alberta Hill (Pullman, Washington) continuera son mandat jusqu'à ce moment-là et elle recevra avec plaisir vos contributions pour le bulletin régional ou des suggestions pour l'élection.

Nancy Granovsky du Texas est la nouvelle présidente de la FIEF et elle occupera ce poste jusqu'en l'an 2000. Il y a aussi une nouvelle trésorière, Siglinde Porsch d'Allemagne, deux nouveaux membres de l'exécutif de l'Afrique, Patience Adow (Ghana) and Erika Knye (Afrique du Sud) et un nouveau membre pour les Amériques, Juanita Mendenhall (Caroline du Sud). Communiquez avec votre représentante canadienne pour vous renseigner au sujet des autres résultats d'élections et des changements majeurs qui ont été acceptés à la réunion du Conseil de la FIEF.

Les candidatures pour la période 1996-2000, sont recevables pour les Comités de Programmes de la FIEF suivants: Gestion des Ressources Familiales, Alimentation et Nutrition, Habitat et Environnement, Éducation à la Santé, Système d'Éducation et de Formation en Économie Familiale, Les Économistes familiaux au sein de l'Entreprise, Ouverture sur l'Europe de l'Est, Recherche, Femmes et Familles dans le Développement. Vous pouvez devenir membre actif ou correspondant. Faites parvenir votre demande à la présidente de la FIEF :

Nancy L. Granovsky
305 Agriculture Bldg., Texas A & M University
College Station, Texas 77843-2251
Téléc. : 409-845-6496; e-mail :
n-granovsky@tamu.edu

Un atelier international, «L'économie familiale, véhicule de changement social pour la région de l'Europe» a eu lieu à Vienne, en octobre 1996. Vous trouverez une liste d'autres réunions et ateliers régionaux à la page du Calendar of Events de ce numéro de la Revue de l'ACd'ÉF. Le prochain Congrès est prévu pour l'an 2000 au Ghana. Plusieurs thèmes ont été suggérés et discutés; l'exécutif est autorisé à prendre la décision finale.

À la séance de clôture du Congrès, des Prix du Service distingué ont été présentés à Lila Engberg (Canada) pour sa contribution mondiale exceptionnelle à l'économie familiale et à Nancy Leidenfrost (USA) pour ses nombreuses années de service avec la FIEF.

Les personnes qui ont assisté à ce 18e Congrès de la Fédération internationale pour l'économie familiale pensent que c'est le meilleur qu'on a eu! Les possibilités de partager avec nos collègues ont augmentés. Les messages sont clairs; les défis qui se présentent à la profession de l'économie familiale sont énormes.

Correction. In CHEA Award Winners, *CHEJ 46* (4), p. 187, "Tracy Woycheshin of Manitoba" should read "Tracy Watson Woycheshin of Alberta."

Current Literature

compiled by **Debbie MacLellan**

Clothing &Textiles/Textiles et habillement

Relationship of optimum stimulation level to fashion behavior.

Kwon, Y-H. & Workman, J.E. (1996). *Clothing and Textiles Research Journal, 14* (4), 249-256.

According to optimum stimulation theory, each individual seeks optimum stimulation. Environmental stimulation may include novelty, excitement, or new experiences. Optimum stimulation level may operate to guide consumer behavior, and particularly, regarding fashion. One way to increase stimulation might be to shop for and adopt new clothing fashions. This study investigated gender differences in (a) fashion behavior, (b) optimum stimulation level (OSL), and (c) the relationship of subjects' OSL to fashion behavior. Subjects were 355 students who filled out a questionnaire containing OSL measures and fashion behavior measures. Females scored higher on fashion leadership and arousal from unusual stimuli while males scored higher on arousal from sensuality and new environments. Fashion behavior was primarily related to three OSL factors: arousals from change (males and females), risk, and unusual stimuli (males).

Reprinted with permission from *Clothing and Textiles Research Journal.*

The self-concept of fashion leaders.

Goldsmith, R.E., Flynn, L.R. & Moore, M.A. (1996). *Clothing and Textiles Research Journal, 14* (4), 242-248.

This study reports new findings about fashion leaders that describe their unique characteristics in an unexamined area: their self-concept. A valid and reliable self-report scale was used to measure fashion leadership for 376 college students. Analyses showed that this scale did a good job of identifying the fashion leaders. Additional analyses showed that fashion leaders expressed a unique self-concept; they considered themselves more excitable, indulgent, contemporary, formal, colorful, and vain than followers. The implications of these findings for fashion theory and merchandising are discussed.

Reprinted with permission from *Clothing and Textiles Research Journal.*

Attitudinal versus normative influence in the purchase of brand-name casual apparel.

Chang, Y., Burns, L.D. & Noel, C.J. (1996). *Family and Consumer Sciences Research Journal, 25* (1), 79-109. © 1996 by American Association of Family and Consumer Sciences.

The Fishbein behavioral intention model, which comprises attitudinal (personal) and normative (interpersonal) components of behavior, was used to predict behavioral (purchase) intention of brand-name casual apparel. The objective was to identify the relative importance of the attitudinal component versus the normative component as a determinant of behavioral intention. The sample consisted of 142 college students (87 men, 55 women). Multiple regression analysis showed that the attitudinal component and the normative component were statistically significant predictors of behavioral intentions; however, the attitudinal component played a more important role than the normative component. Moreover, structural aspects of the attitudinal component were examined using factor analysis. The attitudinal component was categorized into two dimensions: aesthetic and functional. Recommendations and implications were made for manufacturers and retailers, suggesting possible marketing strategies.

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Family/Consumer Studies
La Famille/Consommation et gestion

Parent education in popular literature: 1972-1990.

Bigner, J.J. & Yang, R.K. (1996). *Family and Consumer Sciences Research Journal, 25* (1), 3-27. © 1996 by American Association of Family and Consumer Sciences.

Content analyses of popular literature have been performed for data on child-rearing advice from 1820 to 1970. This study extends these analyses from 1972 to 1990 and identifies main topics by writers and contemporary trends in advice giving about parenting. During this period, the primary topics of interest in three women's magazines were parent-child relations (27%), the socialization of children (17%), and children's developmental stages (17%). Advocated child-rearing practices included promoting androgynous parenting roles, taking a nonsexist approach to child rearing, adjusting to mother's employment outside the home, helping children adjust to parental divorce, adopting a child-rearing style that was authoritative in context and practice, avoiding the use of physical punishment with children, and adopting more psychologically oriented methods, and enhancing communication skills within the family while discussing issues honestly with children. Implications are discussed in relation to four themes emerging from the analysis of parenting advice in popular literature.

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Adolescents' perceptions and experiences of death and grieving.

Morin, S.M. & Welsh, L.A. (1996). *Adolescence, 31* (123), 585-595.

Although there is a considerable body of knowledge regarding adolescent grief, little research has focused on adolescents' perceptions and experiences of death and grief from those who are not currently in the bereavement process. Thirty-two adolescents between the ages of 13 to 18 were interviewed about their experiences of death and loss. Nineteen of the subjects attended suburban public high school, while 13 resided in a facility for adjudicated urban youth. Findings indicated that subjects were aware of death by age nine. In this sample, urban adolescents' perception of death involved reference to violence (25%) or religion (16.6%) in contrast to the suburban youths who referred less frequently to violence (0%) and religion (5.3%). The most distasteful aspect of death to the suburban students was suffering (31.6%), while it was loss of loved ones to the adjudicated youths (25%). Since talking and listening as comforting strategies were used by both groups (66.7%), background environment must be considered when examining adolescents' experiences and perceptions of death.

Reprinted with permission from *Adolescence.*

Mana's funeral stories: Function, structure, and constraints of one woman's posthumous stories.

Gault,C. (1996). *Canadian Folklore/Folklore Canadien, 18* (1), 13-25.

Noting that "everyday conversational narratives" are now being researched for what their structure and form can reveal about sociocultural patterns, the author recounts and analyzes a number of stories circulating in her own family about her late grandmother. She is alert to the dynamics of personal relationships, as well as to conventional notions about gender roles and social propriety, at work in the life of family tradition. Her interviews with relatives not long after her grandmother's death demonstrate, she claims, that "funeral stories constitute a site for the negotiation of cultural and interpersonal meaning."

Reprinted with permission from *Canadian Folklore*

En s'appuyant sur des récits que l'on raconte dans sa famille au sujet de sa grand-mère, l'auteure décèle certaines formes et structures narratives dans les «récits de tous les jours» qui peuvent nous fournir de précieux renseignements socioculturels. Elle y tient compte également de la présence de dynamiques interpersonnelle, familiale et sexuelle, ainsi que d'idées reçues sur les règles de bienséance. Selon l'auteure, ses entretiens avec les membres de la famille après la mort de la grand-mère démontrent que «les récits qui suivent un décès constituent un moyen de construire des significations à la fois culturelles et interpersonnelles.»

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Supplementary listing of articles:

Wartime housing and architectural change, 1942-1992. Adams, A. & Sijpkes, P. (1995). *Canadian Folklore, 17* (2), 13-29.

Relationships between college students' perceptions of their family members and how they interact with one another. Necessary, J.R. & Parish, T.S. (1996). *Adolescence, 31* (123), 747-750.

Spending time with the kids. Daly, K.J. (1996). *Family Relations, 45,* 466-476.

Foods and Nutrition/Alimentation et nutrition

Relationship of hunger and food insecurity on food availability and consumption.

Kendall, A., Olson, C.M. & Frongillo, E.A. (1996). *Journal of the American Dietetic Association, 96 (11),* 1019-1024.

Objective To describe the relationship of new measures of hunger and food insecurity to household food supplies and individual food and nutrient intake.
Design and Setting A questionnaire containing the Radimer/Cornell hunger and food insecurity items and questions on eating patterns and the frequency of fruit and vegetable consumption was administered to subjects during a personal interview in their homes. A 24-hour diet recall and a household food inventory were conducted at the initial interview and at a follow-up visit.
Subjects Participants were 193 women drawn from a random sample of 308 women who had completed a previous health census in a rural New York State county. Subjects' ages ranged from 15 to 40 years. All had children living at home and less than 16 years of education.
Statistical analyses Regression analysis was used to test for linear trends across food insecurity groups for the household inventory scores and for the frequency of consumption of fruits and vegetables. *T*-tests were used to assess differences between the food secure and food insecure groups for nutrient and food group means. A chi-squared test for trend was used to examine differences in the distribution of nutrient and fruit and vegetable intake between the food secure and food insecure groups.
Results A significant decrease in the frequency of consumption of fruits and vegetables and the amount of food in the household and a significant increase in scores indicative of disordered eating patterns were associated with a worsening of food insecurity status. Potassium and fiber intake and fruit consumption differed significantly between the food secure and food insecure groups. The percentage of respondents consuming less than the Recommended Dietary Allowance for vitamin C and fewer than five fruits and vegetables per day was significantly greater among food insecure respondents than food secure respondents.
Applications/conclusions The quantity of food available in households and consumption of fruits and vegetables decreased with increasingly severe problems with food insecurity and hunger. In this rural population, the Radimer/Cornell measures were useful in identifying households experiencing food insecurity and providing information about the nature of the food supply and the dietary intake problems experienced by food insecure households and persons, suggesting that these measures may be useful in community surveys designed to examine food insecurity issues.

Reprinted with permission from *Journal of the American Dietetic Association.*

La consommation de produits laitiers favorise-t-elle l'atteinte des recommandations sur la nutrition?

Beaudry, M., Galibois, I. & Chaumette, P. (1996). *Revue de l'Association canadienne des diététistes, 57* (3), 103-108.

Dans notre société, le lait et plusieurs produits laitiers ont traditionnellement été associés à une saine alimentation, mais leur contribution à la qualité de l'alimentation récemment redéfinie au Canada n'a pas été étudiée. Nous postulons que la population qui consomme les quantités recommandées de produits laitiers atteint aussi plus souvent les nouvelles recommandations sur la nutrition. L'hypothèse a été vérifiée a l'aide de la banque de données de l'Enquête québécoise sur la santé cardio-vasculaire, volet nutrition, réalisée en 1990 (*n*=2104, ages = 18-74 ans). Les rappels alimentaires de 24 heures contenaient en moyenne 1,7 portion de produit laitiers; 68% en contenaient moins de 2, 24% de 2 à 4 et 8% plus de 4. Dans les rappels contenant de 2 à 4 portions de produits laitiers, la qualité nutritionnelle de l'alimentation était significativement supérieure à ceux qui contenaient moins de produits laitiers et ce, pour trois des quatre indicateurs utilisés. En outre, plus les rappels contenient de portions de produits laitiers maigres, plus la qualité nutritionelle de l'alimentation s'améliorait et ce, pour chacun des quatre indicateurs et quels que soient l'âge, le sexe, l'èducation ou le revenu. Il semble important de promouvoir à la fois la consommation de produits laitiers moins gras et la nécessité de consommer de 2 à 4 portions de produits laitiers totaux chaque jour.

Réimprimé avec la permission de *Revue de l'Association canadienne des diététistes.*

Beaudry, M., Galibois, I. & Chaumette, P. (1996). *Journal of the Canadian Dietetic Association, 57,* (3), 103-108.

In our society, milk and dairy products have traditionally been associated with healthy eating, but their contribution to the nutritional quality of food intake, as recently redefined in Canada, has not been studied. We hypothesized that the population who consumes recommended amounts of dairy products also better meets the new nutrition recommendations. The hypothesis was tested on data from the Quebec nutrition survey carried out under the Canadian Heart Initiative in 1990 (N=2104, ages = 18-74). The 24-hour dietary recalls contained a mean of 1.7 servings of dairy products, 68% contained less than 2, 24% contained 2 to 4, and 8% more than 4. Those containing 2-4 servings of dairy products showed a higher nutritional quality of food intake than those containing less than this on three of the four indicators used. However, the greater the number of portions of low-fat dairy products in the recalls, the better was the nutritional quality of the total food intake, and this on all four indicators and for every sub-group by age, sex, education or income. It therefore appears important to emphasize both the need to consume low-fat dairy products and the need to consume 2 to 4 servings of total dairy products each day.

Reprinted with permission from *Journal of Canadian Dietetic Assoc.*

Personal and socio-environmental predictors of disordered eating among adolescent females.

Neumark-Sztainer, D., Butler, R. & Palti, H. (1996). *Journal of Nutrition Education, 28* (4), 195-201.

A model examining the association of potential risk factors playing a role in the development of dieting and other unhealthy eating behaviors was proposed and tested using linear structural relationships in order to define risk groups and prepare an educational prevention program for high school students. Personal and socio-environmental variables were included in the model. The overall predictive value of the model was high, with 65% of the variance in eating behaviors explained by personal and socio-environmental variables. Body self-image was a strong predictor of both dieting (r = .64) and bingeing (r = .54), while nutritional knowledge and attitudes was less than expected and was primarily via their effect on personal factors. The model, while comprehensive enough to explain a significant percentage of the variance in disturbed eating patterns, is also simple enough to allow for empirical testing in other populations and guide in the planning of educational programs aimed at the primary prevention of dieting and unhealthy eating patterns.

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Supplementary listing of articles:

Persistence of vitamin D-deficiency rickets in Toronto in the 1990s. Binet, A. & Kooh, S.W. (1996). *Canadian Journal of Public Health, 87* (4), 227-230.

Nutritional status of patients with Alzheimer's disease: a 1-year study. Spindler, A.A., Renvall, M.J., Nichols, J.F. & Ramsdell, J.W. (1996). *Journal of the American Dietetic Association, 96* (11), 1013-1018.

Foods and nutrients in reported diets versus perceived ideal diets of Yukon Indian people. Wein, E.E. (1996). *Journal of Nutrition Education, 28* (4),202-208.

The Canadian Nurses Association International Development Program

What does it do?

By partnering Canadian nursing expertise with nurses' associations in developing countries, the Canadian Nurses Association (CNA):

- helps nurses in developing countries improve their national health systems
- transfers Canadian know-how to the health sectors of the partner countries
- informs Canadians about health issues in the developing world

CNA has assisted 25 countries in Africa, Asia and Latin America over the past 20 years. Projects are now underway with the Colombian, Ecuadorean, Nicaraguan and South African nurses' associations.
This program is supported by the Canadian International Development Agency.

For more information, write:
50 Driveway, Ottawa, ON K2P 1E2
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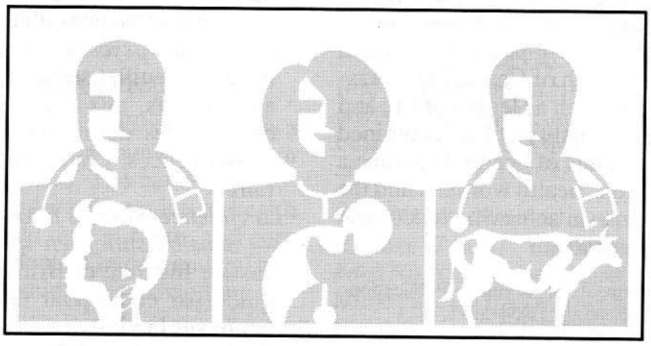
CANADIAN NURSES ASSOCIATION
ASSOCIATION DES INFIRMIÈRES ET INFIRMIERS DU CANADA

New Developments...

*compiled by **Nancy E. Reddin***



...In Resources

Food Safety Labelling

The information provided on labels for consumers to safely handle, prepare, and store their food has been studied by the Ontario Ministry of Agriculture, Food, and Rural Affairs. A review of scientific literature, published as *Report on Food Safety Labelling*, concluded that little research has been conducted in this field. The report covers labelling regulations, consumer food handling practices and use of food labels, rationale for looking at food safety issues, and recommendations for future research. The Ministry is currently conducting focus group research with consumers which will be used to design a food safety education program.

Contact: Ontario Ministry of Agriculture, Food, and Rural Affairs Information Centre, 801 Bay Street, Toronto, Ontario M7A 2B2; phone:(416)326-3400 or 1-800-567-8898; fax:(416)326-3409.

Healthy Body Image

A report, *Promoting Healthy Body Image: A Guide for Program Planners*, explores body image problems and identifies connections between maternal weight struggles and infant low birth weight. It applies health promotion and communications theory to body image initiatives for women who are in their childbearing years. Also included is a description of work promoting healthy body image by four community agencies and an inventory of resources. Cost is $10.00 for orders outside Ontario, shipping and handling included. It is also available on the Internet at http://www.opc.on.ca/beststart/index/html

Contact: Corrine Kegan, Ontario Prevention Clearinghouse, 415 Yonge Street, Suite 1200, Toronto, Ontario M5B 2E7; fax:(416)408-2122.

Food Labelling and Advertising

A revised *Guide to Food Labelling and Advertising* is now available. (*Aussi disponible en français.*) This guide provides the private and public sector with current federal food labelling and advertising policy and regulatory requirements and includes other government labelling publications, such as the revised *Nutrition Labelling Handbook.* The Guide will be updated regularly and will also be accessible on the Internet.

Contact: Agriculture and Agri-Food Canada's Single Access Food Labelling Service Offices or Food Division, Food Production and Inspection Branch, Agriculture and Agri-Food Canada, 59 Camelot Court, Nepean, Ontario K1A 0Y9; fax:(613)952-7387.

Food and Nutrition for Seniors

The National Institute of Nutrition has prepared a 75-page report, *Food and Nutrition Opportunities in the Seniors' Market: A Situation Analysis.* (*Disponible en anglais seulement avec sommaire analytique rédigé en français.*) The report addresses the questions: What are the food and nutrition needs of seniors? Do existing products and services meet current and future needs? Cost is $25.

Contact: National Institute of Nutrition, 265 Carling Avenue, Suite 302, Ottawa, Ontario K1S 2E1; fax:(613)235-7032.

Work-Family Conflict

Health Canada. *A Balancing Act: Families and Work in the 90s*. Ottawa: Minister of Supply and Services Canada, 1993. A federal government report and National Film Board video discussing the structural changes that are taking place in organizations. An inside look at some successful new workplace alternatives. (Report, 38 pages; video, 24 minutes).

CARNET: The Canadian Aging Research Network. *Flexible Work Arrangements: A User's Guide.* Guelph: University of Guelph, Gerontology Research Centre, 1995. A guide to flexible work arrangements and their use in the workplace. (Report, 32 pages).

Reprinted from: *Transition*, June 1996, p. 20. Ottawa: The Vanier Institute of the Family.

Le conflit travail-famille

Santé Canada (1993). *Question d'équilibre : Famille et travail à l'aube de l'an 2000.* Ottawa : ministère des Approvisionnements et Services. Rapport gouvernemental et vidéo de l'Office national du film sur les changements structurels dans les organisations où l'on examine des options prouvées en milieu de travail. (Rapport, 38 pages; vidéo, 24 minutes.)

Réimprimé de: *Transition*, Juin 1996, p. 20. Ottawa: L'Institut Vanier de la famille.

The Health of Canadians

At the annual meeting of Federal/Provincial/Territorial Ministers of Health in September 1996, the *Report on the Health of Canadians* was released. It provides a broad spectrum of information on the health of Canadians, measured both in traditional indicators such as length of life and in measures of well-being such as quality of life, combined with information on the determinants of health. It will be a valuable tool to help policy makers, health workers, and the public measure Canada's progress in achieving health and identify ways to make improvements.

Contact: Provincial/Territorial Departments of Health or Publications, Health Canada, Ottawa K1A 0K9; phone:(613)954-5995.

Family Violence

The National Clearinghouse on Family Violence has just released a series of new publications:

- *Wife Abuse: The Impact on Children*, prepared by Peter Jaffe, London Family Court Clinic. This revised fact sheet looks at the number of children who witness wife abuse, the links between wife abuse and child abuse, and the effects of witnessing violence.
- *Emotional Abuse*, prepared by Laura E. Stevens, Ottawa. This fact sheet introduces the issue as it relates to children, women and seniors. It examines definitions, the extent of the problem and its effects, legal intervention and what can be done.
- *Dating Violence: An issue at any age—Awareness Information for People in the Workplace*, prepared by the Justice Institute of British Columbia. This handbook provides a step-by-step guide for a one-hour introductory session on dating violence. It includes basic information, an agenda, quiz answers, activity ideas and handouts.
- *Mental Illness and Violence: Proof or Stereotype?* prepared by the Calgary World Health Organization Collaborating Centre for Research and Training in Mental Health for the Mental Health Unit, Health Care and Issues Division of Health Canada. Analysing the statistical associations between mental illness and violence as reported in the literature, the researchers find there is no compelling scientific evidence to suggest that mental illness causes violence.
- *Preventing Family Violence: A catalogue of Canadian videos on family violence for the general public and for professionals working in the field* (6th ed.), prepared by the National Film Board (NFB) of Canada on behalf of the Clearinghouse. This catalogue describes more than 90 videos about violence that are available for rent from the NFB and public libraries.

Contact: National Clearinghouse on Family Violence, Health Promotion and Programs Branch, Health Canada, 1st Floor, Finance Building, Postal Locator: 0201A1, Tunney's Pasture, Ottawa, Ontario K1A 1B4; phone:(613)957-2938; toll-free:1-800-267-1291; fax:(613)941-8930; TDD:(613)952-6396; TDD Toll-free:1-800-561-5643.

Reprinted from: *Vis-à-vis*, *13*(4), Summer 1996, p. 2. Ottawa: Canadian Council on Social Dedvelopment.

La violence familiale

Le Centre national d'information sur la violence dans la famille vient d'annoncer une série de nouvelles publications.

- *La violence conjugale et ses conséquences sur les enfants*, par Peter Jaffe, de London Family Court Clinic. Ce feuillet d'information remis à jour parle du nombre d'enfants qui sont témoins de violence conjugale, des liens entre la violence conjugale et celle envers les enfants et des conséquences d'être témoin de violence.
- *La violence psychologique*, par Laura E. Stevens, à Ottawa. Ce feuillet sert d'introduction au sujet par rapport aux enfants, aux femmes et aux personnes âgées. Il examine les définitions, l'étendue du problème et ses conséquences, l'intervention juridique et ce qu'on peut faire.
- *La violence dans les fréquentations : un risque à tout âge — Sensibilisation en milieu de travail*, préparé par le Justice Institute of British Columbia. Ce manuel est un guide par étape pour une séance d'introduction d'une heure sur la violence dans les fréquentations. Il contient des informations de base, un calendrier, un questionnaire-réponses, des idées d'activités et des feuillets volants.
- *Maladie mentale et violence : un lien démontré ou un stéréotype?* préparé par le Calgary World Health Organization Collaborating Centre for Research and Training in Mental Health, pour la Branche de santé mentale, Division des soins et problèmes de santé à Santé Canada. Ce document analyse les associations statistiques entre la maladie mentale et la violence, comme relaté dans la documentation. Les chercheurs concluent qu'il n'y a pas d'évidence convaincante pour suggérer que la maladie mentale est cause de violence.
- *Prévenir la violence familiale : un catalogue de vidéos canadiennes sur la violence familiale à l'intention du grand public et des personnes spécialisées dans le domaine* (6e éd.), préparé par l'Office national du film (ONF) pour le CNIVF. Ce catalogue décrit plus de 90 vidéos sur la violence, qui sont en location à l'ONF ou dans les bibliothèques publiques.

Contacter: Le Centre national d'information sur la violence dans la famille, Direction générale de la promotion et des programmes de santé, Santé Canada, 1er étage, Édifice des finances, Boîte postale : 0201A1, Parc Tunney, Ottawa, Ontario K1A 1B4; Tél.:(613)957-2938; Sans frais : 1-800-267-1291; Fax:(613)941-8930; ADT :(613)952-6396; ADT sans frais :1-800-561-5643.

Réimprimé de: *Vis-à-vis*, *13*(4), été 1996, p. 2. Ottawa: Conseil canadien de développement social.

Transportation Fuels

Answers to questions about alternatives to gasoline are provided in six bilingual leaflets about propane, natural gas, ethanol, methanol, electricity, and hydrogen. Greater depth is provided in 30-page booklets on the same topics from Natural Resources Canada. All are free of charge.

Contact: Energy Publications, c/o Canada Communication Groups, Ottawa, Ontario K1A 0S9; phone:1-800-387-2000; fax:(819)994-1498.

Nutrition for Athletes

Tips on good nutrition for athletes, coaches, and other active people have been developed by the Sport Nutrition Advisory Committee of the Sport Medicine and Science Council of Canada. A workbook for athletes, costing $17, contains fact sheets, activities, information, recipes, and advice on how to "eat to compete." A 32-page coaches' manual, costing $22.00, has activities and suggestions to encourage athletes to follow healthy eating patterns. The *Athlete's Grocery Shopping Guide* costs $1.50, and a checklist for assessing food services at training camps and competition sites costs $2.00. Pads of 50 tear-off sheets about eating away from home, fluids, weight gain and loss, and long-distance travel cost $6.00 each. Postage and handling costs and GST are extra.

Contact: Coaching Association of Canada, 1600 James Naismith Drive, Gloucester, Ontario K1B 5N4.

Nutrition Education for First Nations People

The *Healthy Eating Handbook for Yukon First Nations* is a 73-page, illustrated teaching tool for community workers in health, social services, and education. The handbook promotes healthy eating habits, provides information on health benefits of traditional and selected market foods, and contains games and activities for students (Grade 7 and up) and groups of adults. Cost is $25 plus shipping and handling and GST.

Contact: Canadian Circumpolar Institute, University of Alberta, 3rd Floor, 8820-112 Street, Edmonton, Alberta T6G 2E1; phone:(403)492-4512; fax:(403)492-1153.

Basic Living Skills

The Manitoba Association of Home Economists–Winnipeg Branch has produced activity-based resources for teaching life-skills to teens and adults with special learning needs, the Basic Skills for Living Project. The first of three teaching packages, *Managing Daily Living*, is now available. It covers Consumer Skills, Household Management, and Clothing and costs $42.45 (including GST, shipping and handling). Two other packages, *Eating Healthy Foods* and *Learning about Money*, will be available later in 1997.

Contact: Basic Skills for Living Project, MAHE Winnipeg Branch, Box 1894, Winnipeg, Manitoba R3C 3R2; phone:(204)257-9632.

International Development

CHEA's International Development Program has available, at no charge, a brochure about the program, fact sheets on four partnership projects, and "Aid Counts" campaign postcards. (*Aussi disponible en français.*) The project information sheets have been developed to let the public and government know more about what home economists are doing to promote improved quality of life globally.

Contact: Pat Ulrich, CHEA ID Program, 307-151 Slater St., Ottawa, Ontario K1P 5H3; fax:(613)238-8972.

School Health on the Internet

Schoolfile http//www.schoolfile.com is an Internet site storing more than 9,000 documents on school health, including research and effective teaching materials, school board policies, school action guides, a clipping service, and e-mail newsletters. The School Health service costs $125.00/year plus GST; the School Board Policy Database is $225.00/year plus GST.

Contact: Shannon & McCall Consulting Ltd., 2835 Country Woods Drive, Surrey, B.C. V4P 9P9; fax:(604)531-6454; e-mail: mattmcc@cycor.ca

Electronic Highway

The Canadian Direct Marketing Association has a new web site (http://www.cdma.org) to register for its free Do Not Mail/Do Not Phone service. Consumers can request that their names and addresses be removed from the direct mail and marketing lists of its members, thereby reducing the volume of Addressed Admail they receive by about 80 per cent.

Industry Canada's Office of Consumer Affairs has a new information service, "Consumer Connection" (http://strategis.ic.gc.ca/OCA), which assists the general public to find information on credit card cost or hot link to consumer advisories, recalls, and news bulletins. Organizations or businesses can use this tool to extend research capabilities and broaden networks.

The USDA *Nutrient Database for Standard Reference, Release II (SRII)*, the online version of *Agriculture Handbook No. 8*, is available through the Nutrient Data Laboratoy home page on the Internet at http://www.nal.usda.gov/fnic/foodcomp and through the Nutrient Data Laboratory Bulletin Board at (301)734-5078. It has data on more than 5,600 foods in 22 food group categories and over 337,000 values for more than 70 food components, with many new or updated entries.

A new company in Toronto dedicated to new parents, Designing Parenthood™, has a NewParentalk™ web site at www.newparentalk.com which features four discussion areas and private on-line parenthood coaching.

For nutrition on the 'Net look to these web sites:
Dietetics Online: http://www.bendnet.com.donet/
Ask a Dietitian: http://www.heptechno.com/rindex.htm
The Nutrition Expert: http://www.alaska.net/~/tne/
Health Canada: http://www.hwc.ca

... In Ideas

The Meaning of "Risk"

The terms "risk" and "at risk" were originally developed as a concept in epidemiology and are quickly replacing "vulnerability" in academic and public jargon. "Risk" refers to the chance or probability of encountering harm or loss caused by some specific change or threat. Risk and risk factors have several important features:

- Risks range from matters that are only mildly harmful or annoying to those that are life-threatening. The seriousness of a risk is determined by its consequences (impact), how likely it is to happen (probability), and how soon it will happen (immediacy).
- Risk is defined by others. For example, determining a senior's level of risk involves someone (usually not a senior) envisioning a "normal" senior, the normal senior's life situation, and the quality of life expected for seniors.
- Risk factors do not cause risk, they merely indicate it. A host of factors combine to influence risk. Risk factors, such as social isolation or poverty, are conditions or practices that predispose a person to a particular risk.
- Not all risk factors are equal. For any particular outcome, some factors are more significant than others.

- Risk can have an interactive effect. Over time, one risk factor may lead to another, creating a cumulative effect.
- Risk factors are predictive tools. As predictors of harm or loss, the presence of risk factors makes harm more likely, but not certain.
- Risk factors can be grouped into three main categories. Examples of physiological/behavioural risk factors for seniors include physical inactivity, poor nutrition, chronic illness, and frailty. Psychological/social risk factors include geographic and social isolation, low self-esteem, and emotional and psychological abuse. Low education, poverty, and inappropriate or unsafe housing are examples of social/environmental risk conditions (risk conditions are general environmental and social forces over which people have little or no individual control).

Source: Health Canada's *Seniors Info Exchange*, Summer 1996.

Responding to Work-Family Conflict

Wrestling family control over time will require responses that reach across a number of areas of responsibility. Our agenda would, of course, include:

- flexible workplace options and
- caregiving services that will supplement and support the ability of different kinds of families to care for their children, their elders, and others with long- and short-term care needs.

But it would also have to include:

- *family-supportive policies and operating procedures* at every level of every community organization, school, institution, government, or consumer-oriented business.
- *redistribution of paid work time*. Some now have too much while others have too little.
- *recognition of the value of unpaid work that families do.* Some of the trade-offs we make between work and family responsibilities may not add up.
- a shift toward *lower levels and expectations of consumption* on the one hand and *more secure family incomes* on the other.

We might add several other items to this list. Yet if there is one overall response to the conflict of work, time, money and family, it is that *there is no one response*. It's not a matter of altruism or ideology. If only for reasons of pure self-interest, as community or family members, as employers, as workers, and as business people in need of consumers, we need to look seriously at a range of actions if we are to resolve anything.

Reprinted from: "Canada's Working Families - It's About Time!" by Alan Mirabelli, *Transition*, June 1996, p. 22. Ottawa: The Vanier Institute of the Family.

Le conflit travail-famille

Nombre d'entre nous croyons que les exigences du travail rémunéré submergent ces autres fonctions familiales vitales. Ainsi, les familles et leurs membres tentent désespérément de reprendre le contrôle du temps.

Pour y arriver, il faudra des solutions qui touchent à un certain nombre de domaines de responsabilités. Notre programme devrait, bien entendu, comprendre :

- des options flexibles en milieu de travail;
- des services de garde ou de soins qui compléteront et appuieront la capacité de différents genres de famille à prendre soin de leurs enfants, de leurs membres âgés et d'autres personnes ayant besoin de soins à court et à long terme.

Mais, il devra aussi comprendre :

- *des politiques et des modes de fonctionnement favorables à la famille* à tous les niveaux de chaque organisation communautaire, école, institution, gouvernement ou entreprise axée sur le consommateur.
- *la redistribution du travail rémunéré.* Certaines personnes en ont présentement trop et d'autres pas assez.
- *la reconnaissance de la valeur du travail non rémunéré accompli par les familles.* Certains de nos compromis entre les responsabilités professionnelles et familiales ne sont peut-être pas équitables.
- une tendance vers *des niveaux et des attentes plus fiables en matière de consommation* d'une part, et *des revenus familiaux plus fiables* d'autre part.

Nous pourrions ajouter plusieurs autres éléments à la liste. Il existe peut-être une solution générale au conflit en matière de travail, de temps, d'argent et la famille, mais *il n'y pas de solution unique.* Ce n'est pas une question d'altruisme ou d'idéologie. Nous devons examiner sérieusement différents plans d'action si nous voulons résoudre quel que problème que ce soit, ne serait-ce que pour des raisons de simple intérêt personnel, comme communauté ou membres de famille, comme employeurs, comme travailleurs et comme gens d'affaires ayant besoin de consommateurs.

Réimprimé de: «Les familles canadiennes au travail— où trouver le temps?» par Alan Mirabelli, *Transition*, Juin 1996, p. 4, 22. Ottawa: L'Institut Vanier de la famille.

Nutrition on the Net

Finding nutrition information on the Internet is simple: just type in the word "nutrition" (or nutrition and search words, such as "nutrition and pregnancy"). Evaluating the information requires asking questions such as:

- Who is distributing the information? Check to see if they list their qualifications.
- Does the source of the information have something to gain? Are they trying to sell a product? If so, the information may be biased.
- How current is the information? Is it dated? When was it updated?

Source: *Pulse Periodical*, September/October 1996.

Spotting "Junk Science"

Consumers today have easy access to information through media and telecommunications, but much of the information does nothing more than scare people or grab headlines. The American Dietetic Association has compiled 10 signs of "junk science":

- recommendations that promise a quick fix,
- dire warnings of danger from a single product or regimen,
- claims that sound too good to be true,
- simplistic conclusions drawn from a complex study,
- recommendations based on a single study,
- dramatic statements that are refuted by reputable scientific organizations,
- lists of "good" and "bad" foods,

- recommendations made to help sell a product,
- recommendations based on studies published without peer review, and recommendations from studies that ignore differences among individuals or groups.

Source: *Pulse Periodical*, May/June 1996.

Effective Management

Terrence Deal, author of *Leading With Soul,* spoke at the 1996 World Congress of Associations in Vancouver. The four dimensions of management to keep in mind, according to Deal, are:

- Make sure that you satisfy people's needs and that you give them the skills they need.
- Make sure that they're in a structure that is understandable and clear enough that people know what's going on.
- Find a way to deal with power and conflict, because people who are worried about covering their backs and getting even don't get the job done.
- Create an organization that gives people faith, hope, and a deeper meaning so that they feel they're making a contribution of some kind.

To Deal, these dimensions are the organization as "family, factory, jungle, and temple or cathedral." He also notes that the skills needed to be a good manager are different from those needed to be a good leader. A good manager must be an analyst, a person who can shape goals and strategy, and make the organization hum. A good leader offers people four gifts which correspond to the four dimensions: love, authorship, power, and significance.

Source: *CSAE News, 1*(3), Spring 1996.

. . . In Trends

Survey of Children and Youth

In October 1996 data from the first phase of the National Longitudinal Survey of Children and Youth were released. For this phase, done in 1994/95, information on factors that affect the development of children was collected on 22,831 children aged from birth to 11 years. On the whole, these Canadian children were growing up healthy, emotionally well-balanced, and relatively well-educated (compared to other nations). However, many children were exposed to risk factors and life experiences that could affect their subsequent development:

- Children born prematurely were more likely to experience slower motor and social development.
- Family traits (maternal depression, dysfunctional behaviour in the family) influenced pre-schoolers' vocabulary development.
- Hyperactivity was the biggest factor in slowing math skills, more important than family characteristics for the school-age child.
- Aggressive behaviour tended to decrease as children grew up.
- Children with single mothers were more likely to face problems.
- Positive parenting made a difference in disadvantaged families: A child's developmental prospects were, in most respects, at least as good with positive parenting in a disadvantaged family as with negative parenting in a less disadvantaged family.

Source: Statistics Canada's *The Daily*, October 17, 1996.

Growth in Grain-Based Foods

Susan Smithson, publisher of *Foodwatch*, described several areas of growth for grain-based foods at the Home Baking Association's annual meeting. Increased acceptability of sandwiches with soup and/or salad as a dinner entree is related to ease of preparation, reduced use of meat and therefore reduced cost, and a perception that these foods are healthier. As the media focus on healthy eating moves beyond fat to a more diverse nutritional message, vegetarian foods, which are largely grain-based, are described as attractive, creative, and convenient to prepare. Ms. Smithson said that "grain, rice, and pasta are key to new vegetarian meals." The distinction between breakfast and dessert is becoming blurred, largely because of the increased popularity of muffins, brioche, fruit-filled coffeecakes, and fruit quick breads, which are perceived as healthier than other desserts and perfect for "coffee" and other occasions. The increased demand for gourmet coffees has also increased interest in sophisticated cookies and bars. Interest in fresh bread has also been growing over the last four years with the proliferation of bread machines and the recognition that bread can simplify meals and be used as an alternative to rice and potatoes. "Hot" items in bread are ethnic breads, flat breads, and corn breads.

Source: *Milling & Baking News*, October 31, 1995, pp. 18-19.

...In Products

Quick-Cooking Lentils

Researchers at the University of Manitoba and a Saskatoon food processing company have succeeded in reducing the amount of time required to cook brown or green lentils. Exposing lentils to 90 seconds of infrared light pre-cooks the lentil, increasing its content of gelatinized starch and easing the uptake of water during cooking. These pre-treated lentils, although slightly changed in colour and wrinkling, are just as soft and smooth after 15 minutes cooking as regular lentils after 30 minutes. The process also increases the shelf life of lentils and is relatively inexpensive. It is expected to increase the use of lentils in Canada and in traditional lentil markets like Western Europe and South America which will appreciate the savings in fuel as well as time.

Source: University of Manitoba press release, July 17, 1996.

Clothing for Older Women

Because of the body changes typical with aging (forward head and neck angle, forward shoulder roll, back curvature, increase in girth, decrease in height), 92 per cent of older women have problems finding clothes that fit well. Researchers at Cornell University have developed an objective way to analyze fit among a group of older women (aged 55-65), using special garments, video-tapes of the subjects wearing the garments, a subject questionnaire, and computer analysis of body stance, postural changes in back and shoulder curvature, and proportions. They are now working with a women's apparel manufacturing product to produce a set of jackets made from alternative patterns for a large-scale test.

Source: *Human Ecology Forum, (24)* 3, Summer 1996, p. 3.

1996-97 Undergraduate Enrolment Data

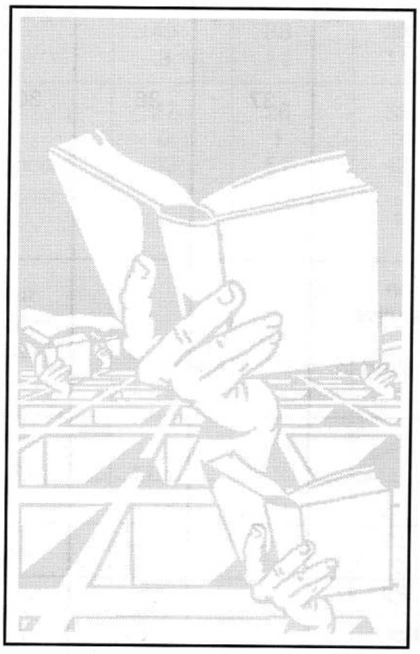
University Université	Undergraduate Program	1st	2nd	3rd	4th	Part-time/ Special	Total
Acadia	Food Service Administration	0	0	0	0	0	0
	Biology/Nutrition	0	2	2	3	0	7
	Nutrition & Dietetics	49	38	20	32	2	141
	Food Science	3	11	11	4	0	29
Alberta	BSc Human Ecology[ac]	27	26	33	34		120
	BSc Home Economics[bd]	0	1	0	4		5
	BSc Nutrition & Food Sciences[a]	33	51	43	62		189
	BSc Food Science[b]						
	BSc Fd. Bus. Mgt.[a]	0	3	1	1		5
	[a] New Program 1993 [b] Program being phased out [c] Includes majors in Consumer Studies, Family Studies and Textiles, Clothing and Culture [d] Includes majors in Clothing & Textiles, Family Studies and Foods & Nutrition						
British Columbia	Dietetics	12	44	40	56	-	152
	Family Science	-	-	25	30	-	55*
	Home Economics	39	23	25	35	-	122
	Nutritional Science	-	28	28	40	-	96
Guelph	Applied Human Nutrition						
	Child Studies						
	Consumer Studies			data not available			
	Family & Social Relations						
	Gerontology						
	No major						
Laval	Baccalaureat en sciences de la consommation	70	82	82	n/a	45	234
	Certificat en Consommation	5	n/a	n/a	n/a	16	20
	Baccalaureat en Nutrition	52	42	43	n/a	5	172
	Baccalaureat en Sciences et technologie des aliments	54	45	21	28	5	148
	Certificat en Sciences et technologie des aliments	0	n/a	n/a	n/a	11	11
	Certificat en Innocuite alimentaire	15	n/a	n/a	n/a	89	89
	Baccalaureat en Genie alimentaire	34	26	4	5	4	69
Manitoba	Clothing and Textiles	23	16	19	30	-	88
	Family Studies	44	41	39	58	-	182
	Comprehensive	5	3	3	4	n/a	15
	H. Ecol./Ed. Integrated (yrs.:2-5)	-	-	-	-	-	17
	Foods and Nutrition	99	51	59	71	-	280
McGill	Human Nutrition & Dietetics			data not available			
Memorial	Nutrition & Dietetics						
	in Biochemistry						
	Nutrition						146
	Dietetics						27
Moncton	Family Studies	8	2	4	7		21
	Nutrition & Dietetics	22	40	21	18		101
Montreal	Nutrition and Dietetics	64	46	48	431	3	204

University Université	Undergraduate Program	1st	2nd	3rd	4th	Part-time/ Special	Total
Mount Saint Vincent	BHE Career Path Comprehensive Family Studies Cooperative Education	20	10	11	9	3	53
	BSCHE Nutrition Dietetics Cooperative Education Dietetics	37	36	30	26	30	156
	BED						2
New Brunswick	Home Economics Education *Concurrent and Consecutive program *Students no longer admitted to program in 1st year						18
Prince Edward Island	Home Economics (Gen. Or Comp.) Nutrition & Dietetics	16	11	10	13	n/a‘	50
Ryerson	All areas	92	77	90	67	n/a	326
Saskat-chewan	Nutrition & Dietetics	37	41	38	35	3*	154
	Home Economics Education * Non-degree (full-time) **BEd completed - Doing HEc Education	5	6	7	2	1**	21
St. Francis Xavier	Human Nutrition Mjr.	40	28	19	11		98
	Human Nutrition Adv. Mjr.	n/a	n/a	9	12		21
Toronto	Nutrition Sciences Specialists	n/a	n/a*	40	34		74
Brescia College/ Western Ontario	Clothing & Textiles	5	2	4	1		12
	Home Economics (Comp.)	3	1		2		6
	Nutrition & Dietetics	52	67	49	22		190

* The programmes in Basic Medical Sciences at U. Toronto now require that Nutritional Sciences students are required to spend two years attaining an appropriate basis for concentration in Nutritional Sciences in the 3rd and 4th year.

Book Reviews

compiled by ***Sheri McBride***



New Maritimes Seasonal Cooking by Donna Young and Marg Routledge. (1996). Halifax: Nimbus Publishing Limited, 294 pages. $19.95 (softcover). ISBN 1-55109-140-2.

Do you really need another cookbook on the kitchen shelf? The answer is "yes" whether you are a cookbook collector or just want a few new ideas for healthy eating to please yourself and the family. This attractive publication contains over 200 recipes, many of which are traditional recipes from the authors' own families, modified to reflect today's standards for low fat, higher fibre eating patterns.

The authors are two well-known Professional Home Economists who have spent many years in recipe development and the promotion of good food. Recipes are clearly laid out, usually one to a page, and give both metric and imperial measurements. Full nutritional analysis for each recipe is provided, including grams of fat and fibre, as well as percentage calorie breakdown for protein, carbohydrate, and fat. Instructions are clear, and many interesting and useful tips are provided for both experienced and novice cooks. In order to accommodate lower fat levels, recipes make extensive use of buttermilk, quark, 1% milk, and light mayonnaise. Herbs and spices, often fresh when in season, are used frequently in the recipes. The publisher has taken the novel orientation of organizing the book by seasons. This approach is very frustrating when one is trying to locate a recipe quickly. It is necessary to go to the index to locate the desired product category.

In the course of this review, I tried many of the recipes and found them easy to prepare and flavourful; the lower fat content has not compromised the flavour and richness of traditional favourites such as seafood chowders and creamed vegetables. The selection of recipes goes far beyond the stereotypic view of maritime cookery, as indicated by the index which is equal to that of any fine cuisine publication.

For those who are tempted to stray occasionally from a lower fat regime, the authors have included a chapter of recipes which do not meet the dietary guidelines but were "too good to leave out." Here are to be found many wonderful indulgences, passed down from the authors' families. This section alone is worth the price of the book!

New Maritimes Seasonal Cooking is appropriate for all levels of cooking expertise. Recipes are affordable and do not contain exotic ingredients but those readily available in most communities in Canada. There are four double-sided colour plates, with keys to the recipes that are illustrated, which are useful in noting serving ideas and determining the final look of the product. Some nutritional information is included, such as the Canadian and US food guides, a table comparing types of dietary fat, and short information sections with some recipes. The book contains a short bibliography, but this does not cite sources of nutritional information.

This book would make a welcome and thoughtful gift at any time of year!

Reviewed by:
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Winnipeg, Manitoba

The End of Education: Redefining the Value of School by Neil Postman. (1995). Toronto: Random House of Canada Limited, 209 pages. $29.95 (hardcover). ISBN 0-679-430006-7.

In this book, Neil Postman provides stimulating and creative ideas about the crisis that public education is in today. He has been involved in public education for a number of years in several different roles. Although his comments are about the US educational system, many of his ideas can be applied to the Canadian public school system.

There are two parts to the book. In Part 1, Postman argues that the public school has lost its meaning. He continues by describing four "gods" or narratives that underlie the contemporary meaning of education and are contributing to its failure. The four "gods" he identifies are economic utility, consumership, technology, and separatism. These are all being reported by the media as being purposes for public education but, although popular, they are no longer meaningful.

In Part II, Postman proposes five narratives that he thinks need to replace the four "gods" if public education is to recover a sound purpose for its existence. He says that his list is not exhaustive but limited by his imagination and he urges readers to add others. The five narratives that Postman suggests include the *Spaceship Earth* — preserving the earth; the *Fallen Angel* — learning driven by an understanding that knowledge is imperfect rather than the pursuit of absolute answers; the *American Experiment* — emphasizing the successes and failures of the United States; the *Law of Diversity* — exposure to all cultures in their strengths and their weaknesses; and *Word Weavers* — the fundamental importance of language in creating humanity. All five narratives are part of the symbolic American landscape. Postman also includes creative ideas for implementing the five narratives at very practical levels in the educational system.

Postman's portrayal and analysis of public education is a must-read for teachers and others interested in the educational system. It encourages readers to revisit their philosophy of public education and examine the narratives that currently, for them, give meaning to teaching and learning. In addition, Postman describes the consequences of taking action. The book is very readable and the information is well-supported.

Reviewed by:
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Assistant Professor, Department of Secondary Education
University of Alberta
Edmonton, Alberta

Food Not Bombs: How to Feed the Hungry and Build Community by C.T. Lawrence Butler and Keith McHenry. (1992). Gabriola Island, B.C.: New Society Publishers, 128 pages. $8.95 (softcover). ISBN 0-55092-181-9.

Food Not Bombs is based on the activities of a group of concerned citizens in the United States, anxious to address the issue of food security. Their philosophy, which serves as the basis for all their actions, is that the government should spend citizens' tax dollars on feeding the hungry and not on nuclear weapons. Stemming from this philosophy is a long list of interesting and useful ideas about how to feed large groups of people on a limited or nonexistent budget. Two popular projects are starting food co-op programs and organizing fund-raisers. The authors explain, in great detail, how to recruit volunteers for these projects; how to collect, prepare, and serve the food to large numbers; and how to work effectively in a group. There is even a small section of the book on how to start a Food Not Bombs group. Supplementing this factual information are several anecdotes describing how the Food Not Bombs ideology "challenges the elite."

In addition to discussing possible solutions to the problem of food security, information is included on effectively dealing with what might be unco-operative governments. One recommendation is, should the police attempt to discontinue the food service, to strenuously avoid arrest. It is clear that Butler and McHenry feel themselves to be political activists. While their book does promote a nonviolent attitude, their recommendations for enforcing food programs are aggressive. The authors focus their discussions on political actions instead of practical food security issues. For this reviewer, this detracts from the book. There were more specific suggestions on how to outmanoeuvre political stumbling blocks and how to outsmart the police than on the issues surrounding hunger and poverty. While perhaps appropriate in the social turmoil of the 1960s, these actions could be seen as outdated and ineffectual for the 1990s. Also, the practical suggestions offered regarding sources for securing food may have limited application. For example, in large cities it is possible to set up food collection from local markets and food producers, but in smaller areas it might prove more difficult.

Food Not Bombs is intended for any persons or groups of people who are trying to start a Food Not Bombs or similar group in their community. Some of the ideas and information contained in this book are very helpful, but the political discussion is limited.

Reviewed by:
Erin McCrady
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Charlottetown, Prince Edward Island

Separate Spheres: Women's Worlds in the 19th-Century Maritimes by Janet Guildford and Suzanne Morton (eds.). (1994). Fredericton, New Brunswick: Acadiensis Press, 253 pages. $19.95 (softcover). ISBN 0-919107-41-9.

Using the theory of "separate spheres" as its framework, this edited collection of articles challenges the prevailing stereotype of 19th-century women as being confined to the private sphere of the home. The ideology of separate spheres "asserted the naturalness of assigning to women nurturing and submissive roles within the household and assigning to men active and dominant roles in the economy and politics" (p. 10). However, these articles clearly illustrate that some 19th-century women were very much involved in the public domain. In fact, at times the theory of separate spheres was successfully used by them, and particularly by middle class Caucasian women, as a stephold into the public domain.

This book does an excellent job of looking at socio-historical factors which affected 19th century families and in noting the diversity of experiences that Maritime women experienced due to race, social class, and geographical differences. For example, the Maritimes region was not affected by the Industrial Revolution in the same way as other geographical areas in the second half of the 19th century. It experienced slow, uneven growth as a result of international depressions and local recessions, and it was undergoing significant political changes due to the Confederation of Nova Scotia and New Brunswick with the Canadas in 1867. These events affected the lives of Maritime women in specific ways.

Yet, despite the collective experience of these socio-historical events, there was diversity in Maritime women's lives. Each chapter of *Separate Spheres* describes a different group of women and their particular experiences (e.g., involvement of women in politics in Prince Edward Island and in married women's property law in Nova Scotia; participation of women in public processions in Saint John and Halifax; and activities of African-Nova Scotians promoting women's visibility and work opportunities in Halifax). Furthermore, as contributing author Suzanne Morton points out, middle-class Caucasian women were more able to successfully negotiate movement between the private and public spheres than African Nova Scotia women and women of the working class. This observation highlights the inequalities that 19th-century women experienced due to race and social class.

Written from a historical viewpoint, this book is rich with interesting personal descriptions of 19th-century Maritime women's experiences. However, one has to read a great deal of information to be able to synthesize it into a succinct form, and the ideology of separate spheres tends to become lost occasionally among the detailed descriptions of individual women's experiences. The editors note in the introduction that the separate spheres ideology is pervasive in women's and men's lives today. It would be interesting to see this point clarified further. For example, how is the current ideology regarding men and women in the paid labour force and in the home connected to this historical ideology, and how do women currently deal with the challenges inherent in such an ideology? While I do not believe that this would be an appropriate required book to use for a Family Studies course in a Home Economics or Human Ecology department, it does provide historically relevant information on Canadian women's lives, and it would be good background material for professors to use in courses dealing with women, the family, and work.

Reviewed by:
Áine M. Humble, BSc (HEc), MSc (FLE), PHEc
Lecturer, Department of Home Economics
University of Prince Edward Island
Charlottetown, Prince Edward Island

An Education for Women: The Founding of Home Economics Education in Canadian Public Schools by Linda Peterat and Mary Leah DeZwart. (1995). Charlottetown, PEI: Home Economics Publishing Collective UPEI, 264 pages. $25.00 + $5.00 shipping and handling (softcover). ISBN 0-919013-24-4.

An Education for Women: The Founding of Home Economics Education in Canadian Public Schools is a book for home economists and for those interested in Canadian social history, curriculum history, and women's studies. Individuals outside these disciplines will find *An Education for Women* to be a well-organized, readable book that provides insight into attitudes and beliefs about women in 20th-century Canada.

Peterat and DeZwart organize the material chronologically into four sections. The authors introduce readers to each period with a brief description called "The Canadian Context." In the body of each section, writings and speeches by "the women pioneers of home economics," to whom the authors dedicate the book, express their views about the kind of education needed for daily family living. "Viewpoints of the Times," at the end of the sections, place the writings in social context by reporting other opinions in contemporary discussion and debate.

The book begins with the first twenty-five years of the century, when Blanche Maddock, Adelaide Hoodless, and their contemporaries argued for establishing home economics programs to educate girls in the skills that were needed to prepare them for their future roles as housekeepers. Looking next at the depression and wartime, women's sphere of influence was seen to extend beyond the home. Recognizing that mothers often worked outside the home and were therefore not able to teach their daughters traditional homemaking skills, educators like Alice Stevens saw it as essential that schools teach these skills. Moreover, home economics had to go beyond what British Columbia's Mabel Allen called "manipulative skills" by teaching more about family relationships and child care. In 1944, Elizabeth MacMillan told home economists that they needed a curriculum that would equip girls to plan and build a better world.

During the prosperous post-war era, families became smaller and more mobile, and even more women worked outside the home. Leaders like Grace Duggan believed that home economics curricula needed to teach more about relationships and management. F. Isabel Honey said in 1964 that the aim of home economics education is the "development of the individual to her fullest potential."

Between 1969 and 1990, home economics met with many challenges. Edith Rowles Simpson observed that the discipline was being threatened because "others are taking over much of what we should be doing, either because we are not doing it, or because people do not know what we do." Many arguments were made to keep home economics in Canadian schools: Evelyn Shapka and Shirley Harrison advocated family studies as a forum for all students to explore important social issues. Carol McLeod and Linda Peterat argued that the strength of home economics lies not in its ability to address isolated issues, but in its integrative approach.

Jennifer Welsh, in an overview of the book, states that "it is fascinating to see how each of the historical eras interpreted home economics education and the role expectations of women and men in the home and community." Readers of *An Education for Women* will gain insights into their personal roles as providers or as consumers of home economics education, and as members of families and communities.

Reviewed by:
Margaret Prouse
Home Economist
Charlottetown, Prince Edward Island

Cover Illustration: The central image of the family is surrounded by a patchwork of icons portraying the diversity of Home Economics/Family Studies:

- heart – relationships
- paint pallet – creative expression
- book – family studies
- 1-2-3 cubes – child development
- socks – clothing decisions
- apple – nutrition
- computer – communication
- coins – money management
- shopping cart – food choices
- leaf – environmental issues
- holding hands – parenting
- money tag – consumer knowledge
- globe – cultural and global awareness
- thread and needle – skill development

Funding for the poster project was provided by CHEA, CHEA Foundation, Manitoba Association of Home Economists – Provincial, Winnipeg, Eastern, and Parkland — as well as the Manitoba Home Economics Teachers' Association.

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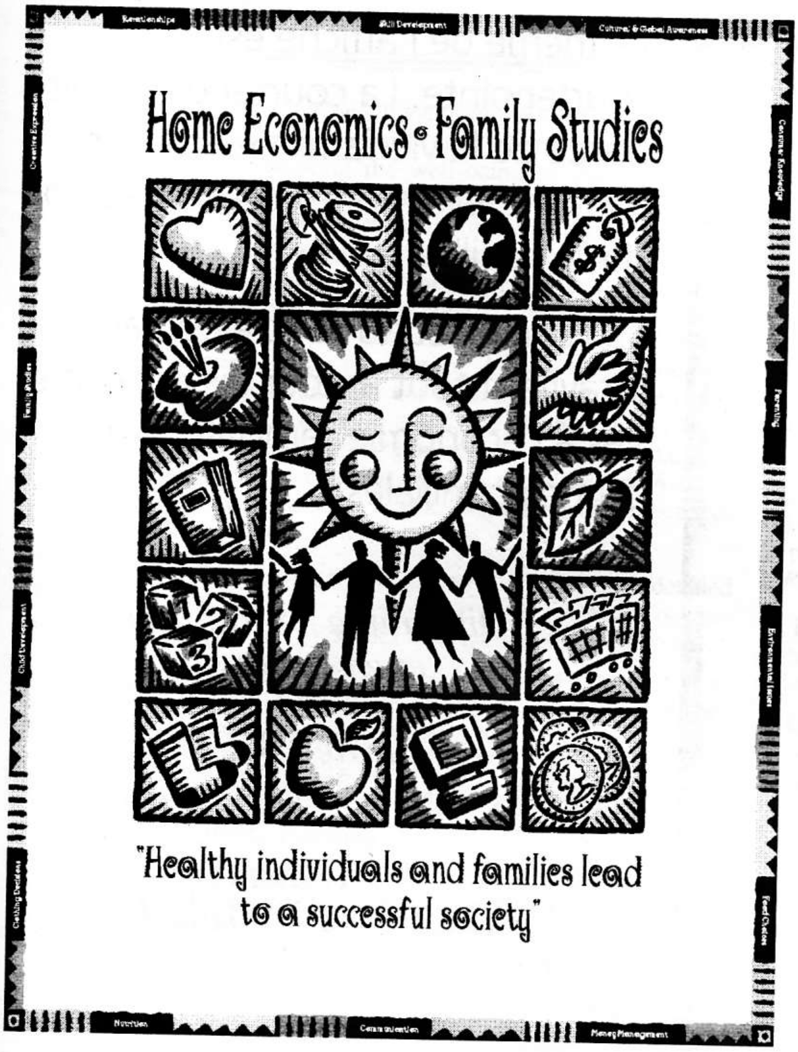
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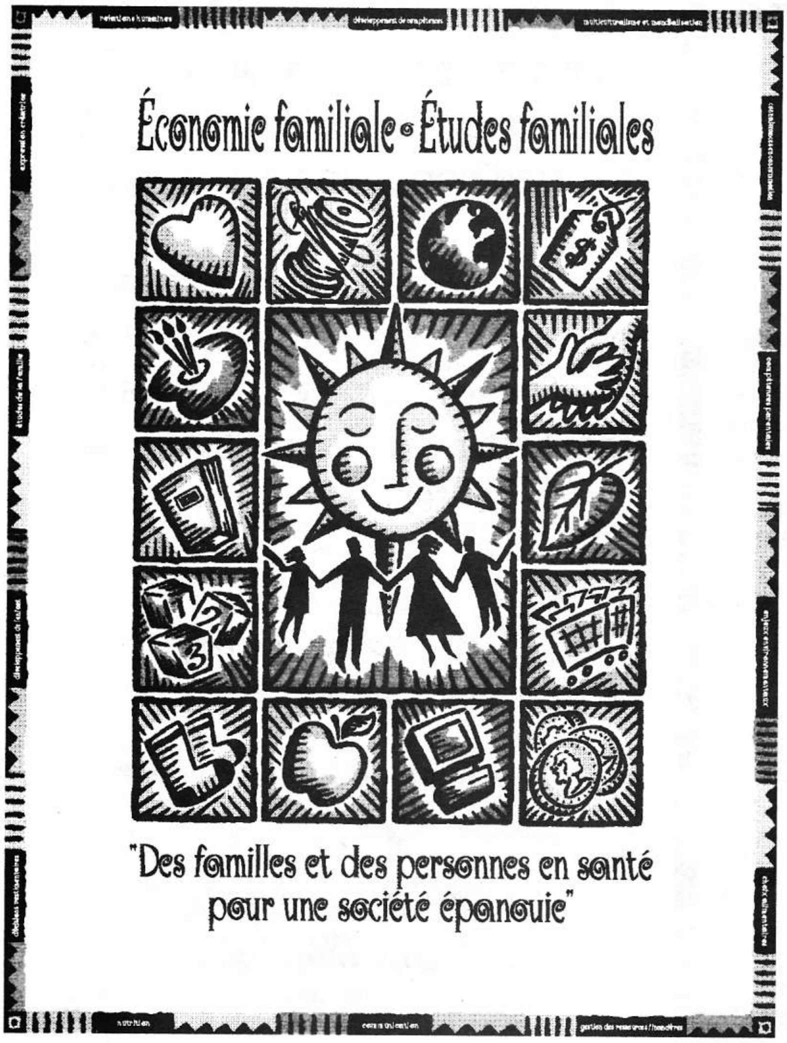
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Information for Contributors to *Canadian Home Economics Journal*

The *Canadian Home Economics Journal* publishes articles from home economists and others who share their interest in promoting the well-being of individuals and families. The article should address current vital issues for families and home economics/human ecology; contribute to knowledge and understanding of some area related to home economics; encourage thought and reflection on the part of the reader; and present subject matter that is accurate, up-to-date, and supported by good references and logical reasoning. Submission of a paper to the *Journal* implies that the paper is original and has not been published or currently submitted for publication elsewhere. Manuscripts will be accepted in either English or French. Letters to the Editor are welcome. Manuscripts for General and Research Articles should not exceed 3500 words. Submissions for other sections of the *Journal* range from 500-1500 words.

Manuscripts should be prepared according to detailed instructions to authors obtainable from the Editorial Committee. Some general guidelines for manuscript preparation are:

- Manuscripts should be typed double-spaced on one side of 8 1/2 x 11-inch paper, with margins of at least one inch, both sides, top and bottom.
- Do not right justify.
- Give citations in the body of the text by author's surname(s), date, and pages cited.
- Tables, figures, and illustrations, if included, should be significant to the content of the article and clearly presented, each on a separate page.
- Send three copies of the manuscript (four copies of a Research Article) with Abstract in both English and French, Biographical Note, and Reference List to

CHEJ Editorial Committee
Home Economics Publishing Collective UPEI
Department of Home Economics
University of Prince Edward Island
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If the manuscript has been produced on a computer or word processor, you will be asked to send a disc once your paper has been accepted for publication.

All articles are read by the editors and may be submitted for peer or external review. The Editor reserves the right to make editorial changes and will consult the author(s) whenever possible.

Deadlines for submission:

15 September for Winter issue
15 December for Spring issue
1 March for Summer issue
15 June for Fall issue

Information à l'intention des collaborateurs de la *Revue canadienne d'économie familiale*

La *Revue canadienne d'économie familiale* publie des articles signés par des spécialistes en économie familiale ou d'autres personnes qui s'intéressent à la promotion du bien-être personnel ou familial. Les articles doivent traiter d'un sujet d'actualité essentiel à la vie des familles, d'économie familiale ou d'écologie humaine, doivent aider à connaître et à comprendre un domaine relié à l'économie familiale, doivent inviter le lecteur à réfléchir, doivent présenter une information exacte et à jour et doivent être étayés par des sources valables et un raisonnement logique. La soumission d'un article implique que ce dernier est original et n'a pas été publié ou soumis ailleurs.

Le texte original doit être écrit en français ou en anglais pour être accepté. Vous pouvez certainement écrire à la rédaction. Les textes généraux et les études doivent contenir au plus 3 500 mots. Les textes soumis à d'autres services de la *Revue* contiennent de 500 à 1 500 mots.

Les auteurs doivent rédiger leur texte conformément aux instructions détaillées disponibles auprès du conseil de rédaction. Voici quelques règles générales de présentation :

- Le texte doit être dactylographié à double interligne sur un seul côté d'une feuille 8,5 po sur 11 po, avec une marge d'au moins un pouce à gauche, à droite, en haut et en bas de la page.
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- Pour les citations, en inscrire la source dans le corps du texte en indiquant le nom de famille de l'auteur, la date et la page de l'ouvrage cité.
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- Faire parvenir le texte original en trois exemplaires (quatre pour une étude), son résumé en anglais et en français, la notice biographique et la bibliographie à l'adresse suivante:

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Tous les articles sont lus par les rédacteurs et peuvent être soumis à l'évaluation de pairs ou d'indépendants. Le rédacteur en chef se réserve le droit d'éditer les textes et consultera les auteurs dans la mesure du possible.

Dates limites d'envoi des textes :

15 septembre, pour le numéro de l'hiver
15 décembre, pour le numéro du printemps
1^er^ mars, pour le numéro de l'été
15 juin, pour le numéro de l'automne

Mark your calendar for these upcoming Conferences, Seminars, Workshops, and other events

March 6-8, 1997
(Vancouver) Scholarly Communication in the Next Millennium Conference. Simon Fraser University at Harbour Centre, Vancouver, BC.

Contact: Deborah Kirby, Executive Director, Scholarly Communication at the Next Millennium Conference c/o C.C.S.P., Simon Fraser University at Harbour Centre, 515 West Hastings Street, Vancouver BC Canada V6B 5K3 Tel:(604)291-5245; fax: 604-291-5239; e-mail: dkirby@sfu.ca

April 7-11
(Kampala, Uganda, IFHE Africa Region) The Home Economics Association for Africa, Conference.

Contact: Lila Engberg, 93-295 Water St., Guelph ON N1G 2X5.

May 1-4
(Edmonton, Canadian Circumpolar Institute, University of Alberta) "Developing Research Partnerships." International Conference.

Contact: Securing Northern Futures c/o Conference Secretariat, Canadian Circumpolar Institute, University of Alberta, 8820-112 Street, Edmonton AB, Canada T6G 2E1 Tel:(403)492-4512; fax: 403-492-1153; e-mail: canadian.circumpolar.institute@ualberta.ca

May 15-17
(Chateau Frontenac, Québec) Active Living...Differently /Actif... différé mment. 8th National Forum on Physical Activity and Disability/8ième Colloque National sur L'Activité physique et les handicaps.

Contact/contacté: Active Living Alliance for Canadians with a Disability/ L'Alliance de vie active pour les canadiens/canadiennes ayant un handicap 1600 James-Naismith, office 707-A Gloucester ON K1B 5N4 Tel:(613)748-5747 or 1-800-771-0663; fax: 613-748-5782; e-mail: disability.alliance@rtm.activeliving.ca

May 31-June 14
(St. John's, Memorial University of Newfoundland) 1997 Learned Societies Congress/Congrès des sociétés savantes de 1997. The Congress Registration and Information Booklet will be forwarded on request only/la brochure d'inscription et d'information du Congrès ne sera envoyé que sur demande.

Contact: Congress Secretariat: Tel:(709)737-4360; fax: 709-737-4449; e-mail: learneds@morgan.ucs.mun.ca

June 25-28
(Regina, Saskatchewan.) Social Policy, Security, Citizenship: Changing Roles and Defining Goals/Politique sociale, sécurité et citoyenneté: changements de roles et définition des objectifs. 8th Conference on Canadian Social Welfare Policy/8ième Congrès sur la Politique Sociale Canadienne.

Contact: Conference Co-ordinator: Jan Joel, Social Administration Research Unit, Faculty of Social Work, University of Regina, Regina SK S4S 0A2 Tel:(306)585-4036; fax: 306-585-4872; e-mail: jan.joel@uregina.ca

July
(South Korea, IFHE Asia Region) The Asia Home Economics Association.

Contact: Lila Engberg, 93-295 Water St., Guelph ON N1G 2X5.

July 9-12
(Victoria) Community Canada - Reaching in, Reaching Out. CHEA Conference 1997. Victoria Conference Centre. Victoria BC. (For Registration Information, see insert, this issue.)

Contact: Myrtle Siebert, Chair. Tel:(604)656-7069; fax: 604-656-7521.

July 22-26
(Radisson Gouverneurs Hotel, Montreal PQ.) "Building Bridges...Through Collaboration, Communication, and Celebration"/«Tisser des liens, en collaborant, en communiquant et en célébrant.» Society for Nutrition Education's (SNE) 30th Annual Meeting/ 30ième congrès annuel pour la Société pour l'éducation en nutrition (SNE).

Contact: Society for Nutrition Education, 2001 Killebrew Drive, Ste. 340, Minneapolis, MN 55425-1882 (U.S.A.) Tel:(612)854-6721; fax: 612-854-7869; e-mail: labat004@tc.umn.edu

May 31-June 3, 1998
(Helsinki, Finland. IFHE Europe Region) International Household and Family Research Conference 1998. "New Approaches to the Study of Everyday Life."

Contact: Conference Secretariat, Home Economics Section, Department of Teacher Education, P.O.Box 23, Sturenkatu 2a, FIN-00014, University of Helsinki, Finland; Fax: +358-0-191-7105; e-mail: kivileht@CC.helsinki.fi **or** Lila Engberg, 93-295 Water St., Guelph ON N1G 2X5.

Call for Papers 1997-98

The *Canadian Home Economics Journal* invites articles from home economists and others who share their interest in promoting the well-being of individuals and families. Papers related to social issues affecting the home economics profession and professional practice or providing information about professional subject fields are of particular interest.

Submission deadlines:

Summer	March 1
Fall	June 15
Winter	September 15
Spring	December 15

Demande d'articles 1997-98

La *Revue canadienne d'économie familiale* solicit des articles soit par des spécialistes en Économie familiale soit par toute personne intéressée à promouvoir le bien-être des personnes et des familles. Les articles peuvent traiter d'aspects sociaux ou d'information dans les divers champs ou domaine de l'Économie familiale.

Dates limites d'envoi des manuscrits:

Été	1er mars
Automne	15 juin
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(1) Fuller R. (1989) Probiotics in man and animals; J. Appl. Bacteriol., 66;365-378

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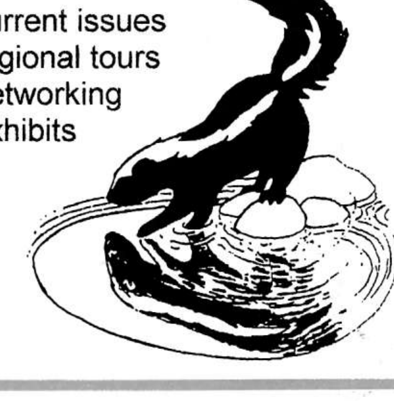

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